YONKERS PUBLIC SCHOOLS

Achieving Excellence Together

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Bernard P. Pierorazio
Superintendent of Schools

Louis Constantino
Chief Academic Officer

Amanda Curley
Executive Director
Department of Instructional Support

January 25, 2013

Ms. Nelly Brady
Contracts Administration Unit
505 W EB
89 Washington Avenue
Albany, NY 12234

RE: RFP #TA-11

Dear Ms. Brady,

The ***2013-2016 School Improvement Grant (SIG) Application at Martin Luther King, Jr. School*** in Yonkers is attached for your review. Please contact me with any suggestions or questions you may have.

Thank you for your ongoing support.

Sincerely,

Amanda Curley

AC/ms

Attachment

cc: B. Pierorazio, L. Constantino, C. Jarufe

SUBMISSION CHECKLIST - *Turnaround, Restart, and Transformation Models*
Martin Luther King, Jr. School

Documents For Submission	*Checked – applicant*	*Checked – SED*
Application Cover Sheet *(with original signatures in blue ink)*	☑	☐
Proposal Narrative *(Including District-level Plan, School-level Plan)*	☑	☐
Attachment A Consultation and Collaboration Form	☐	☐
Attachment B School-level Baseline Data and Target Setting Chart	☑	☐
Attachment C Evidence of Partner Effectiveness Chart	☑	☐
Attachment D Budget Summary Chart	☑	☐
Two FS-10 Forms: one for the Pre-implementation Period and one for the Year One Implementation Period. (FS-10 available here: http://www.oms.nysed.gov/cafe/forms/)	☑	☐
Budget Narrative	☑	☐
Memorandum of Understanding *(only if proposing a Restart model)*	☐	☐
Assurances for Federal and Discretionary Program Funds	☑	☐

SED Comments:

Has the applicant submitted all of the documents listed above? ☐ **Yes** ☐ **No**

Reviewer: _____ **Date:** _____

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			**LEA Beds Code:**
Yonkers City School District			662300010000
Lead Contact *(First Name, Last Name)*			
Amanda L. Curley			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Executive Director, Department of Instructional Support	(914)376-8068	(914)376-8236	acurley@yonkerspublicschools.org
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Martin Luther King, Jr. School			662300010046
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
PreK-8			363192004248
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
560			135 Locust Hill Ave· Yonkers, NY 10701

School Model Proposed to be Implemented in the Priority School Identified in this Application			
Turnaround	**Restart**	**Transformation**	**Closure**
✓	☐	☐	☐

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) Bernard P. Pierorazio	Date 22 January 2013
Type or print the name and title of the Chief Administrative Officer Bernard P. Pierorazio, Superintendent of Schools	RECEIVED
DO NOT WRITE IN THIS SPACE	postmarked JAN 25 2013 CONTRACT ADMINISTRATION

Yonkers City School District
School Improvement Grant 2013-2016
Martin Luther King School

The Yonkers City School District Overview
Demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed:

i. Yonkers City School District (YCSD) is the fourth largest school district in New York State, located in the lower Hudson Valley, immediately north of New York City. A vibrant learning community of over 26,000 students from 100 diverse cultures and nationalities in grades Pre-Kindergarten through 12, it is guided by a rigorous core curriculum and innovative programs in forty schools. Students participate in learning opportunities in the classroom, with colleges and universities, museums and cultural institutions, major corporations and local businesses, as well as non-profit and community groups, and government agencies. The district's mission is to empower all students to take their place in the world as knowledgeable, competent, responsible citizens and "To Achieve Excellence Together".

To improve the District's lowest achieving schools and bring the Turnaround Model to **Martin Luther King School (M L King)**, while ensuring that all students graduate high school ready for college and careers, one looks at the whole District and its capacity for system wide improvement. The Superintendent of Schools, Mr. Bernard P. Pierorazio shared the 2012-2013 School District Goals at the Superintendent's Community Forum in the Fall 2012. They consist of six overarching goals: 1) educates all students for academic excellence; 2) implements systematic professional development; 3) maintains an environment that welcomes parents/guardians and the community; 4) maintains fiscal responsibility; 5) enhances student support services and 6) pursues renovation and modernization of facilities. The District's Theory of Action is based on a Logic Model which is applied to each individual school improvement plan as captured in this report under *Section II, School Level Plan, A.ii, School overview.*

ii. The YCSD has proven itself to be a conduit of change through a systematic approach to school improvement. The Superintendent's School District Goals are non-negotiable and include components of the USDOE turnaround principles. Aligned to the Vision and Goals is the District Comprehensive Improvement Plan (DCIP). The DCIP is based on findings and recommendations of District and school administration, faculty, parent and student focus groups as well as NYSED School Quality Review Reports and External School Curriculum Audits conducted during the 2011-2012 school year, the six tenets of the Diagnostic Tool for District and School Effectiveness and concentrated on the Priority and Focus schools. Incorporating multiple annual reports and evaluation reviews, the DCIP was created to improve the Priority Schools. The Office of School Improvement oversees implementation of the DCIP with the Priority school administrations and each school community along with insuring alignment of Priority School Comprehensive Plans. With a clear systemic coordination of activities from district departments to contracted consultants to community organizations with Priority schools sharing the same goals, the District expects significant improvement in the Priority schools.

The YCSD's dedication to change is evident in the improvements made since the initial 2010 School Improvement Grant was awarded to change the two Persistently Lowest Achieving Schools (PLA). Multiple successful actions have impacted these underperforming schools.

They include: an effective and approved APPR with the collective bargaining units to implement new evaluation systems; a new Turnaround Officer to manage school-level implementation of the School Improvement Grant (SIG) models in the PLA schools through the Office of School Improvement; establishing professional learning communities within each school; and partner organizations to support initiatives. Supporting the YCSD's actions to turnaround its lowest achieving schools is through the coordination of grants to support District initiatives. District and School Administration align the objectives of grant applications with the Superintendent's vision and goals and the DCIP. The total number of disciplinary incidents was more than 200 two years ago, and the total number of incidents for this year is eleven. In addition, 185 eighth grade students are participating in Living Environment and Integrated Algebra classes. Last year thirty students took the Regents. The significant change in behavior and change in attitude and culture is a result of the collaborative efforts of the partners, teachers, families and administration.

iii. In establishing District readiness Superintendent of Schools, Mr. Bernard P. Pierorazio, has demonstrated exceptional leadership, as indicated in his recognition as Superintendent of the Year by the New York State Association of Superintendents in 2011 and the College Board William U. Harris Award of Excellence. Mr. Pierorazio is adamant about student achievement and expresses his expectations annually at the Superintendent's Administrators Seminar and Community Forum. Through the oversight of Central Office and school administration, all schools in the YCSD are expected to meet the Superintendent's non-negotiable District Goals.

The Superintendent is supported by the Chief Academic Officer, Executive Director of Elementary and Secondary Administration, and the Executive Director of Instructional Support, the Executive Director of Student Information, Assessment and Reporting, Executive Director of Special Education, Directors of School Improvement, Mathematics, Language Acquisition, Assistant Directors of Literacy, Science, Instructional Technology, and Social Studies. Cabinet and department meetings are held regularly to discuss and share school reports. District administration liaisons are assigned to each school. They are in constant communication and provide additional support with school administrators, teachers, parents and students. To support school improvement efforts, ongoing support and monitoring of student progress is conducted by the Executive Director of Administration through meetings with principals and the Superintendent and his cabinet. This monitoring also includes the mid-year principal review where student progress is addressed and highlighted in addition to implementation of recommendations through the School Quality Reviews, Joint Intervention Team (JIT) reports, and recommendations by the External School Curriculum Audits.

Priority and Focus School Comprehensive Education Plans (SCEP) and school programs are designed for capacity building, sustainability and alignment to the District plans. All administrative members of the Department of Instructional Support visit the schools regularly. The Executive Director of Instructional Support holds weekly department meetings where support and intervention strategies are designed. There is a link from the District website established for each area of the department to share all Professional Development opportunities, meetings, and resources. District objectives for student support include: a focus on the RtI programs; expanded partnerships with social service agencies, and addressing the Dignity for All Act. District readiness to build upon its current strengths is evident through the Parent Advisory Council which opened the year reviewing a 2012 survey of past parent workshops, community partners, and communication. Actively engaged in implementing a long term plan that

incorporated these findings and identified opportunities for parent involvement and engagement, the Council identified areas of need for educational workshops, community partnerships, family supports, and school based Parent Welcome Centers. Additionally, the YCSD has utilized the resources of the Yonkers Pathways to Success Adult Education Program to train parents across the Priority schools on Life Skills, ESL classes, and Computer Literacy. The District has introduced new partnerships including the Hudson Valley Regional Bilingual Resource Network and the Special Education School Improvement Support to schedule parent meetings. It is the District's expectation that through these efforts, a significant increase in parent participation in school meetings and programs should lead to system-wide improvement in its Priority schools. One of the YCSD Action Steps under the goal to implement systemic professional development is to improve middle years student achievement through literacy strategies across content areas for teaching and learning. Through Race to the Top Funding and Title I Set Aside funding, numerous professional development opportunities are now offered to middle years teachers. This grant funding also affords the District the opportunity to partner with a higher education institution to provide a workshop series for eighth grade general and special education teachers on "Building An Effective Middle Level Teaching and Learning Community: Sharing Successful Strategies for Creating Cognitive Engagement." Topics such as Effective Teaching Strategies: Differentiating Instruction: Using data, informal and formal assessments to plan and implement lessons that ensure achievement for every student and creating the ideal middle school graduate: ready for high school and beyond will be covered in the workshops. Administrators will observe one hundred percent of the instructional staff on a monthly basis through classroom walkthroughs and formal observations, providing ongoing feedback for instructional improvement and to ensure implementation of learned skills in the Priority Schools.

Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection.

i. 1) The YCSD staffing policies - with respect to transfers and filling open positions in schools follow a negotiated process as described in the labor agreement with the Yonkers Federation of Teachers. The current process relies on district seniority. Staffing needs are based on projected enrollment for the next school year in order to meet the pedagogical, safety, administrative, and social/emotional needs of the students. In the event that positions are added, a "building Shuffle" is held in April at which time the open positions are offered to other faculty in the building. New vacancies in each school are listed by school and content area in "Postings" and distributed to the schools. At the closing of the two separate posting periods, central office awards new positions to the most senior teacher who has requested to be transferred. Central office applies the seniority to requests from any teacher to transfer to another position.

In order to provide a more autonomous staffing system, M L King will use a Gateway system. Based upon the turnaround model identified for M L King, the gateway posting will identify specific criteria to be met. The new gateway posting is negotiated among the bargaining units and approved by the Superintendent. In the postings, positions available at M L King will be advertised clearly indicating the criteria for selection of this gateway position. In addition, the posting will explain the process for selection to maintain transparency in the hiring and transfer

process. The criteria for the gateway will include the agreement to work in a school with an extended learning day. Staff interested in applying for a gateway position will be required to submit a letter of interest as well as a resume and will be scheduled to interview with the new administration at the school. During the interview, the prospective staff will need to demonstrate they possess the necessary knowledge and skills to be considered for a position at M L King. If more than one candidate meets the gateway criteria, then the position is given to the staff with the most seniority. If no candidate meets the gateway criteria, the position will be reposted.

2) School Based Budgeting - Generally in an effort to provide the principal and school administration with the autonomy and flexibility to utilize staff and implement strategies to best support the school, the district uses the zero-based budget philosophy for extended day programs. The principal presents to central office a proposed budget, outlining cost of programs to be implemented in the school. The principal's budget contains the total costs of various initiatives including all costs related to personnel and supplies. However, as the recipient of the SIG award, the principal of M L King, is provided with the budget as awarded and works with Central Office administrators to create a spending plan and to implement that plan. This practice has been in place at the two previously awarded SIG grants and both principals at the two PLA schools had operational autonomy with support from Central Office administrators.

3) Use of time during and after school - continues to be determined district wide by all schools following a 180 day schedule with a 6.5 hour instructional day. Funding for after school programs has determined by available of funds and principal discretion about how many students are serviced by the instructional program, dates of service, and programs to be presented. Through the SIG award, M L King will have autonomy in use of time during and after school because of the significant extended learning time. They are expected to implement a systemic change throughout the school day and school year.

The deployment of faculty and staff to facilitate the learning in the classroom will be organized and arranged by the administrative team with input from the site based management team, school partners and central office. The principal will exercise final discretionary judgment on all decisions related to the scheduling of staff/student interactions. Additional ELA and Math instructional time will be infused within the school day, with the instructional groupings formed based on data and assessment information derived from a variety of sources such as teacher observation, test data, portfolios, writing notebooks, etc. The school's primary goal is to support student academically, socially, emotionally, and physically (health and wellness). In addition, time for teacher coaching, professional development, and congruency planning should also be factors in the development of plans for the use of time during and after the school day. The additional time will not only be added to the school day at the end of the day, but infused as part of the regular school day. This change is unique and should make extended learning time key to bringing student growth and achievement to the community of M L King.

4) Program Selection - As the learning leader of the school building, the principal has the opportunity and responsibility to implement programs that support academic growth and student support. The principal has the ability to select research based, outcome oriented programs that are mindful of budgetary constraints. Programs selected for implementation should address all students; ELL, SWD, General Education, as well as address academics, Social and Emotional Support, and Health and Wellness. The principal of M L King has the operational autonomy to select programs. That has been a practice among all principals of schools in the YCSD.

5) Partner Selection - The selection of partners for the school will be done collaboratively between the school based administrative team and central office. Partners selected for the school

must be able to provide evidence of proven success as well as research to support their strategies and philosophies. Partners selected must support the theme/focus of each school while supporting the development of ELA and Math skills through the engagement in areas such as Fine Arts, Music, Physical Development, Performing Arts, etc. In addition, partners must address the multiple needs of the student population; academic, social-emotional, cultural, physical. As with other YCSD schools, the principal assists with the identification of partners, and provides constant feedback on the effectiveness of the partner. Contractual agreements with partners are dependent on receiving agreement with the school principal and leadership team.

ii. The Board of Education Policy #3100 identifies the responsibilities of the Superintendent. These include charge and control of all departments and employees, supervision and direction over the instructional program, responsibility for the financial management of the district and the budget, transmittance of reports on the status of the schools to the board, and enforcement of all provisions of law, rules, and regulations related to management. A copy of the policy is attached. Through his cabinet, the Superintendent identifies procedures whereby the operational performance of these areas is implemented in an orderly, efficient, and consistent manner. Implementation of special initiatives, such as the plan for this SIG at M L King would be managed with due diligence to the criteria as established in the grant.

iii. In the YCSD contract with the Yonkers Federation of Teachers it is agreed that in addition to transfer options for qualified applicants, "In addition to the above identified magnet positions, the Board and the Federation will continue to meet to consider the establishment of threshold qualifications for magnet and non-magnet positions that may require such specialized qualifications." This agreement for threshold qualifications provides the opportunity for the negotiations and presentation of Gateway positions. Past practice has utilized gateway positions based on school redesign and/or special program initiatives. Attached is a draft gateway position as proposed at this time to be posted for M L King. Posting procedures are captured in part I of this question as noted above.

District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan must contain the following elements:

i. Under the oversight of the Chief Academic Officer, Mr. Lou Constantino, the Executive Director of Administration, Mr. Vincent McPartlan, supervises school administration; Executive Director of Student Information, Assessment and Reporting, Dr. David Weinberger, and his department provide information and support on all pertinent data, assessments, and state accountability measures; Executive Director of Special Education, Ms. Susan Seda, and her department provide support to special education teachers and students with disabilities; Executive Director of Instructional Support, Ms. Amanda Curley, manages through her department application of school based initiatives in curriculum and instruction, professional development, and grants. Within the department, the Director of School Improvement, Ms. Elaine Shine, organizes support to the lowest achieving schools calling upon the assistance of other directors and assistant directors within Central Office. The Director of Language Acquisition, Ms. Lorraine Fajardo, oversees all programs for ELLs and Bilingual students. The

department's Budget Analyst, Ms. Cristina Jarufe, oversees implementation of grant budgets. District level organization chart is attached.

ii. A chart is attached, *Section II, G. i,* to better identify how the central office administration is organized to support and provide high accountability to M L King, a chart is attached which captures the coordinated manner in which all parties are introduced and linked over the timeframe of the grant and the feedback loops that are in place. The cycle of planning has been captured in two phases, beginning upon official notification of M L King's status and following with application for the SIG. The second planning phase assumes the grant is awarded, meetings and correspondence continues on a weekly basis identifying how current needs are being met and accountability systems are being implemented. The Director of School Improvement is in constant contact with the school administration and faculty discussing changes that are happening in the school and supports and resources provided to meet its needs since it has been identified as a Priority School. During cabinet meetings with the Superintendent and weekly meetings with the Department of Instructional Support, central office administrators are informed and bring additional supports to the school as identified. The principal of M L King weekly speaks with the Executive Director of Administration and the Superintendent. Reports of services are made by the current partners and service providers. Teachers attend workshops presented by Assistant Directors and Directors, thus providing additional avenues of communication. Whether by email, formal reports, phone conversations, meetings, or workshops, communication is frequent and ongoing with the administration, faculty, and parents at M L King. Upon awarding of the grant, the Director of School Improvement under the supervision of the Executive Director of Instructional Support will be the specific central office administrator to direct and coordinate the district's turnaround efforts at M L King.

iii. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

Pre-Implementation Period (April 1 to August 31, 2013)

- Identification of new principal - Responsible For Delivery: Superintendent of Schools, Chief Academic Officer, Executive Director of Administration
- Agreement with Bargaining Units on Gateway Positions and Extended Day - Responsible for Delivery: Superintendent of Schools, Chief Academic Officer, Executive Director of Administration, YCA, YFT, and PTSA
- Data Analysis and Accountability Planning: Responsible for Delivery - Executive Director of Student Information, Assessment and Reporting, Executive Director of Instructional Support, Executive Director of Special Education, Director of Language Acquisition, Director of School Improvement, New Principal
- Application for teaching positions and hiring of faculty - Responsible for Delivery: Executive Director of Instructional Support, New Principal
- Preparation of RFP, negotiation of contracts, presentation to the Board of Education - Responsible for Delivery: Executive Director of Instructional Support, Director of School Improvement, New Principal
- Budget Planning including Purchasing of Materials and Supplies - Responsible for Delivery: Director of School Improvement, Budget Analyst, New Principal

- Design of new school calendar and instructional schedule – Responsible for Delivery: Executive Director of Administration, Director of School Improvement, New Principal, YCA, YFT, and PTSA

Implementation Period (September 2013 to August 2016)

- Oversight of M L King and Community Connections - Responsible For Delivery: Superintendent of Schools, Chief Academic Officer, Executive Director of Administration
- Opening of the turnaround school, M L King School – Responsible for Delivery: Principal
- Implementation of SIG Plan and Goals - Responsible for Delivery: Executive Director of Instructional Support, Director of School Improvement, New Principal
- Instructional Support, Training, and Professional Development- Directors of Math and Testing, Assistant Directors of Literacy, Science, Social Studies, Instructional Technology
- Analysis and Accountability of Implementation - Executive Director of Student Information, Assessment and Reporting, Executive Director of Instructional Support, Director of School Improvement, New Principal

Teacher and Leader Pipeline

Demonstrate a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, identify a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools including:

i. Attracting and retaining educators who are facilitators of learning, data driven collaborators, creative curriculum adapters, coaches and role models of highly effective instruction is the single most essential element in improving student achievement. Placing highly qualified teachers in every classroom and administrators in every school is the District's goal. To fulfill this goal, especially in lowest achieving schools, the district advertises through the media and online nationally, the District's Human Resources staff participates in numerous college and career fairs locally recruiting certified graduates from highly rated teacher/ administrator preparation programs. Through its partnerships with local Schools of Education, the District provides an urban laboratory for intern residencies. These internships allow aspiring teachers and administrators to hone their skills through on the job experiences under the guidance of master educators. The district created teaching assistant positions which are filled by certified teachers. These teaching assistants work in collaboration and under the supervision of qualified classroom teachers. When teaching positions open, those teaching assistants and interns, whose performance has been satisfactory, are encouraged to apply. In turn the District benefits from a preview of a potentially skilled workforce. Similarly, the Teachers of Tomorrow grant allows the District to hire aspiring teachers as tutors who, under the supervision of experienced staff, provide a valuable service to our students, especially in our high needs schools where they are assigned.

ii. Gateway postings are created in collaboration with collective bargaining units to recruit experienced professionals to fill positions requiring specific qualifications and expertise to ensure that appropriate personnel are hired for schools undergoing dramatic change and to meet the needs of their students. Certain competencies and provisions may be required, such as: an agreement to participate in trainings designed specifically for the school's new focus; ongoing commitment to professional growth and development; mentoring, peer coaching and workshop facilitation. Financial incentives are offered to compensate for additional time and services expected and increased opportunities for promotion and career growth are available. Gateway openings are posted for all qualified staff to apply, committees are formed to screen applicants and conduct interviews, and those who have demonstrated a high level of performance and success and who meet all requirements are hired. Fiduciary supports are available through the general budget or grants. Budget timelines for grants are dependent upon awarding of the grants. The district implements once awards are made. Otherwise the general budget which covers salaries is voted on by the board and is awarded by the city in an annual and timely fashion insuring personnel are in place for the pending school year.

iii. The Superintendent expects that administrators participate in the Leadership Academy designed by his staff to provide a coordinated vehicle for enhanced instructional leadership development and support. The District has also created the ALL (Aspiring Leaders Learn) a program in which candidates for administrative certification attend seminars focused on the business of school administration. The Leadership Academy and ALL, which are funded through the general budget, provide training in such best practices/topics as Dignity for All, the CCLS and instructional shifts, strategic planning for the development and whole school implementation of these standards, school change, data analysis toolkits, Instructional Rounds, Assessment for Learning, and PD360 and evaluations. The District facilitates participation in highly effective school leadership institutes and conferences conducted by such entities as Harvard, Pace, CSSR and NYSED which are funded through grants such as Title II, RTTT, and the Advanced Placement Incentive Grant in additional to the general budget. In addition to the historically successful leadership programs as noted, to further support the previously identified PLA schools, leadership coaches have been provided to assist with the development of the administrative teams at these schools. All administrative teams selected for low performing schools, which includes the schools identified through the previously awarded SIG and those in the current applications, are trained in school change models, strategies for implementation, and instructional coaching and feedback in the context of observation and evaluation. Additionally, while this grant application is being considered, leadership coaches for priority schools are provided through the oversight of the Director of School Improvement. Current leadership partnerships such as the one begun through the CUNY Grant continue. As described in greater detail in *Section II.D.i and iii*, if as a result of these development programs emerges a preferred leader for the new school turn around design, that administrator would be considered for the principal position. As agreed upon between the district leadership and the Yonkers Council of Administrators, all school administration are evaluated annually using the Marshal rubric and receive a HEDI rating. If an administrator receives a rating as ineffective, that administrator would be transferred from the SIG school.

iv. The District's design for professional development combines both district-wide and site-based approaches. The district-wide training provides staff with a common core of knowledge

and a shared language, designed to build capacity among teachers to be effective in the classroom. Through a needs assessment survey, teachers identify topics they want to learn more about and evaluate those in which they have participated. This data is reviewed by the District's Professional Development Committee comprised of district administrators, bargaining unit representatives, and staff from core areas and departments as well as schools. The teaching and learning needs identified as a result of this process are reflected in the District's Professional Development Plan which has been funded through the general budgets and a variety of grants. The implementation of this plan has measurable impact on all participants and on student achievement in high poverty, low performing schools, in particular M L King. Training is designed to enhance the quality of instructional leadership and improve the quality of teachers as learners and facilitators of learning in the classroom. As a condition of employment, newly hired teachers attend a unique program called VISIONS – Viable Instructional Strategies in Orienting New Staff - a summer institute which provides best practices and strategies that address major elements of successful teaching. Since its inception in 1998, hundreds of teachers have begun their careers with a clear understanding of the District's expectation for providing quality instruction for all its students. Various grant funds, such as The Wallace Foundation, have supported this initiative over the years. A calendar of district-wide training events is published each year containing all relevant programs and meetings scheduled and participants invited to attend. Teachers are also encouraged to participate in professional development offered in a multitude of engaging ways across a wide variety of settings, such as: virtual communities of practice, webinars, blended learning models, professional learning communities, coaching and mentoring, facilitated strategic work sessions, learning labs, and at the elbow classroom modeling by consultants and coaches. All trainings are funded through district budgets and grants. In addition, the District is assisted by The Richard Gazzola Teacher Center in providing a variety of courses and workshops conducted by trained staff and offering in-service credit. The center also provides mentoring services to all first year teachers.

v. See attached District Training Events for Pre-implementation and Year I implementation

External Partner Recruitment, Screening, and Matching
The YCSD has a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

i. The first step in the process is a posting of an RFP. The criteria of selection, goals and objectives are outlined in the RFP. All applications are then reviewed and rated based upon a rubric. Those candidates who meet preliminary criteria are interviewed by appropriate administrators from the Division of Teaching and Learning. Potential candidates are then interviewed by the school administration and the School Improvement Team. Based on overall consensus Central Office administrators and M L King representatives select partner organizations/consultants for their schools based on the following criteria: 1) Professional pedagogical qualifications necessary for exemplary performance; 2) Prior proven effectiveness in working with and addressing the needs of students in areas with similar demographics as those of Yonkers; 3) An understanding of the individual school and its specific student population and characteristics; 4) Recognized and identified special circumstances within a specific school; 5) A logical approach to tasks and issues within the school; 6) Specific measurable deliverables, performance standards, and reporting requirements, including due dates. Once identified

selected partners must complete "Performance Based Guideline – Ten Questions" and associated Appendix A spreadsheet. The Ten Questions addresses: purpose of service, individuals serviced, services provided, amount, communication, evaluation of services provide, and quality review. The spreadsheet outlines all expenses and costs as they are aligned to individual services to be provided by date or event. Both documents are reviewed by the Instructional Support Directors, who in turn works with the Budget Manager and Legal to ensure that all aspects of the process have been adhered to and that the potential partner/consultant has been properly vetted. Once a contract has been awarded, it is valid for 12 months.

The partner then under contract brings services to M L King. Ongoing evaluation is made of services provided. Based upon implementation of the contract and prior to the end of the contract or once all of the initiatives have been met by the partner, the school administration, and in some cases teachers and or students and parents are asked to complete a Partner/Consultant Evaluation. Based upon the annual evaluation, if the school and or district agree that a contract should be re-awarded to M L King, the partner must submit a new set of Ten Questions and Appendix A. School Building administrators as well as District administrators have the ability to select potential partners. However, a partner has previously worked with school, favorable evaluations must support renewal of a contract.

ii. There are two separate areas which are available through the procurement process. They are the purchasing of materials and supplies and the purchasing of services. Both are dependent upon receiving notification of grant award from NYSED. The purchasing of supplies follows this sequence: 1) the principal identifies items to be purchased, his/her administrative assistant has direct access to electronic procurement system, Oracle Financial System, and inputs information into the system, principal approves electronically; 2) order transmitted to Executive Director of Instructional Support to approve with multiple successive central office approval signatures required for order approval; 3) purchase items received in school, administrative assistant confirms accuracy of order and accepts, principal electronically confirms receipt of order, information transmitted to purchasing to pay vendor; 4) if the items are available, once the approvals are submitted the items can be received within two weeks. The second procurement for services purchased is for all partnerships which are grant funded through the SIG. Prior to being awarded the grant, the process of identifying the partners is started as described in *E.i.* Contracts with the partners are not approved by the Board of Education until the grant is awarded by NYSED. Through the Oracle financial system, budgets are made available within 24 hours once NYSED approval is received. For both supplies and materials and purchased services, the systems are in place which support procurement for the pre-implementation period and are in place for the implementation period, September 1, 2013.

iii. The District selects Partners based on prior success, industry recognized organizations, proven pedagogical, knowledge and understand student demographics and individually of each school within the District. Once the Principal of M L King and his/her cabinet determines their specific educational needs, they can either ask for a specific partner, based on prior knowledge and involvement, they can ask for recommendations from District Staff, or they can perform due diligence in ascertaining what potential partners have been recognized for bringing about positive academic results using researched based strategies. This information is then considered when partner applications are reviewed in the RFP process.

Month*	***Action***	***Principal Actions***

April - June	RFP process	Collaboration and preparation of RFP, review of applications
May - July	Applicant Interviews	Rubric Scoring to Identify Candidates
May - August	Review of 10 Questions and Appendix A, presentation to appropriate administrators and negotiation of contract	Coordination of efforts with appropriate Central Office administrators
June - September	Presentation of contracts to Budget and Finance Committee and Board of Education	Attendance at presentations
September - June	Implementation of contracted services	Oversight of school based activities
January-February	Initial evaluation of services	Review of services provided to date by partner, impact on school community activities and instructional program
June	Annual evaluation of services	Complete review of services provided. Principal solicits input from all stakeholders impacted, e.g. teachers, students, parents, etc. District Directors included in the review process.
July - August	Determine disposition of Partner services	Request that partner services be continued as is, continued with revisions, or discontinued.

*Different partners will be brought into the process during implementation of the start up period. Thus, the range of dates on the calendar for implementation of the process.

Enrollment and Retention Polices, Practices, and Strategies

Describe clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

i. Similarities among M L King and other Priority schools is the relative number of ELL students (Refer to chart below.) Among the priority schools, M L King, Dodson, and Fermi have a proportional enrollment of ELL students. This is due to the demographics of the school neighborhoods and parent choice to enroll their children in the balloting procedure. The majority of the ESL population in each school is of Hispanic descent

Priority Schools	Student Enrollment	#Bilingual Students	# ESL Students	#Students with Disabilities
M L King	596	58	85	106
Scholastic Academy	610	1	84	62
Museum 25	415	0	27	67
Martin Luther King, Jr. (MLK)	561	1	91	45
Enrico Fermi	874	112	178	48
Robert C. Dodson	765	130	142	80

The students at risk at this school include 84% who receive free and reduced lunch. Addressing this need is a district wide concern. The poverty of the YCSD continues to grow as evident in the growth of the homeless population captured in the chart below.

2009-2010	2010-2011	2011-2012	2012-2013
200	450	829	1032

ii. YCSD is firmly committed to providing all LEP and SWD students with equal access and opportunities to all school programs, services and extracurricular activities. We believe in equity and access across all areas for students which include social, emotional and academic support and stability. YCSD continually monitors and reviews its programs to ensure that all LEP students are recipients of high quality academic programs that are tailored to meet their individual needs. Currently all 40 schools have SWD and ESL programs and bilingual programs in 7 schools (2 High Schools; 3 PK-8; 2 Pre-K-6).

Pursuant to CR 117.3, all new entrants new to the Yonkers Public Schools are screened at the District's Registration Center. Every new family completes a Home Language Questionnaire with the assistance of registration personnel. If the student's home language or native language is a language other than English, an informal interview is conducted in English and where possible in the native language. If it is determined that the student speaks little or no English then he/she is administered the NYS Language Assessment Battery-Revised (LAB-R). If the student scores at the Beginner, Intermediate or Advanced level (based on NYS cut scores), he/she is classified as Limited English Proficient and scheduled to receive services at the school in which he/she is registered to attend. If the student scores at the Proficient level on the LAB-R, the student is not eligible for LEP services. If the student is Spanish dominant; the parent is offered the opportunity to decide if their child will participate in either the District's Transitional Bilingual Education Program or the Free Standing English as a Second Language Program. If the student's home or native language is a language other than Spanish, the student is automatically placed in a Free Standing English as a Second Language Program. As part of the District's accountability, every ELL student in grades K-12 is administered the NYSESLAT to assess each student's proficiency and continued eligibility of services. In addition, Questar, the company overseeing the administration of the NYSESLAT, has provided parents with assessment results in English and Spanish. Schools distribute and explain this documentation during their Open House events. In addition, the Office of Student Information, Assessment and Reporting provide all Central Office and School Building administrators with disaggregated data on ELL student performance in the core area subjects from grades K-12. This data is shared with the teachers providing services to ELLs so they may tailor their instructional programs to meet the needs of the students.

A general education student suspected of having a disability should be referred in writing to the district's Committee on Special Education. The school district ensures that evaluation materials used to assess a student are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. The assessments are conducted in the child's dominant language including psychological and educational testing. A comprehensive Social History is conducted with the parent/guardian as

informant with interpreters provided as needed. Core area teachers, as well as Title I reading and math teachers are required to carefully evaluate and describe each student's skills, including learning styles, strengths and weaknesses. After the evaluations are completed, the Committee on Special Education (CSE) schedules a meeting with parent(s)/guardian(s), and other mandated participants. At the CSE meeting evaluations are reviewed, and determination is made as to whether the student meets state established criteria to be classified as a student with a disability. If the student is found eligible, the committee recommends appropriate level of service. A student cannot be determined eligible for special education if the determinant factor is limited English proficiency. Upon receipt of Consent for Initial Services, the student will be given appropriate services across a wide continuum – which can range from a related service (e.g. speech or occupational therapy) to special class placement. Annual Reviews are conducted for each student in the spring to determine what level of services is warranted for the next academic school year.

YCSD firmly believes that students need effective instruction to achieve success. The district's policy focuses on providing intervention strategies to students whose level of achievement needs to be raised, whether academic or behavioral. These intervention strategies are taught in the classroom and through the support of Title I Reading and Math Teachers. In the care of behavioral, student support services are provided. Students who are given an Academic or Behavioral Intervention Plan and should attain the goals specified in the plan if they are measurable and reachable in the areas specified. If the standards on the grade level are not reached after a specified period of instruction, Intervention Plan goals are reassessed and other alternatives are implemented to meet and address the student's needs. The school's mission is not accomplished until all children are successful. In assessing a child's promotion at the end of a school year, retention is the last available option. It should be considered only after all other alternatives and interventions have been explored and implemented with consideration given to district guidelines. All interventions are documented and evaluated. Final determination is made with great care and caution by all parties concerned, including the child's parent.

The Yonkers Public Schools complies with all State Education procedures for enrollment and placement of students. Priority is given to parental requests, if seating is available at the school and grade level the student will be enrolled. Otherwise a seat will be provided to the students in a school where available. ESL caseloads are frequently monitored to ensure equity and distribution of ELL students per school. ESL teacher caseloads are monitored to ensure that they can properly provide services to all enrolled ELL students in their respective schools. The Departments of Registration and Community Affairs, and Language Acquisition communicate regarding appropriate placement of ELL students, whether in an ESL or Transitional Bilingual Program. For Students with Disabilities, a variety of programs are housed throughout the schools in the District. Likewise, the Departments of Registration and Community Affairs, and Special Education communicate regarding SWD student placement in an appropriately defined program and according to the students Individualized Education Plan (IEP).

Additional supports are provided to LEP and SWD students via our Saturday Academies for grades 2-12. District wide Summer School programs for Elementary, Intermediate and Secondary level students are offered. Our SLIFE (Students with Limited or Interrupted Formal Education) Program is provided as an after school program rather than on Saturdays in an effort to reach a larger scope of ELLs. Through 21st Century grants all students participate in after school extended learning activities. Title I and Title III also provide for extended learning classes for students including LEP and SWDs. High School Academies provide opportunities

for credit recovery classes and regents prep in all high schools. Special funding and grant opportunities have provided a variety of programs to support our "high needs" ELL students.

iii. One of the strategies to insure equal opportunity employed by the District is the balloting process. Students/families ballot for entrance into schools based on the interest in the school. This process provides equal access for all students to enroll in schools of their choice. Extensive public relations and outreach activities are implemented to ensure the highest level of parental participation in the balloting process, including dissemination of information to help parents make the best choice for their child. All meetings are held in English and Spanish, translations of literature are in Spanish. This includes the Yonkers' award winning school catalogue, Open Houses, and school tours and recruitment by the district Information Center. To achieve geographic and socioeconomic balance of students, transportation is provided for students and parents to support their involvement. Schools that have entrance qualifications, such as grade point average, apply to all students. For SWDs programs, specific student classifications are housed in each school. Students are accommodated in each program according to their IEP. Programs are designed for continuity of instruction within a school. Another strategy is for the Superintendent and Chief Academic Officer to annually review school enrollment and academic data. Taking this information into consideration when the annual school staffing is reviewed, the number of LEP and SWDs are proportionally balanced per school again insuring balancing of students. Through various grants, schools are afforded a variety of opportunities to offer student and families support programs.

District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

i. Conversations began in July, 2012, with the YCSD administration, the Yonkers Federation of Teachers (YFT) and the Yonkers Council of Administrators (YCA) regarding the APPR and district status as a Focus District with Focus and Priority Schools and pending budgetary implications based on negotiations for the APPR. The YCA and YFT were informed of efforts made to apply for multiple grants including the Systemic Support Grant which would provide financial supports to these schools. Bargaining unit notification was made and recognized upon submission of the SIF and the Systemic Support grant application. Multiple notifications were made to the bargaining units during the APPR negotiation period referencing the potential loss of funding opportunities for the priority and focus school pending unified agreement through the negotiation teams, the Superintendent's Office, and the Board of Education and its committees. November, 2012, the Director of School Improvement presented to the Chief Academic Officer and all members of his department the Priority School Whole School Reform Model Choices and the implementation schedule.

In January, 2013, the Parent Advisory Council and PTSA President were informed of the School Improvement Grant application. The Chief Academic Officer contacted Yonkers Council of Administrators and informed them of the School Improvement Grant application and the identified priority schools. The Executive Director of Instructional Support contacted the

Yonkers Council of Administrators and the Yonkers Federation of Teachers to outline the School Improvement Grant application and met with the President of the PTSA to review the SIG application. The District Executive Director of Instructional Support and the Director of School Improvement met with a teacher focus group to discuss their recommendations and areas of need/concerns school wide. Meetings were held at the YPS District Office with the District Administration, executive members of the collaborative bargaining units and the PTSA. Nothing contained in this grant will conflict with the current bargaining agreement between the Yonkers Board of Education and the Yonkers Federation of Teachers.

ii. See Attachment A.

School Level Plan – Turnaround
Martin Luther King Jr. School Community Overview
The LEA/school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educator. The school overview must address each of the following elements:

i. The Martin Luther King School is a Pre-Kindergarten – 8 elementary school learning community comprised of students, teachers, parents, and community members working together to create a school where every child has the opportunity to succeed as a creative, intuitive, and productive member of society. *The vision of the M L King STEAM School is to prepare students to compete in the global world with skills to prepare them for college and career readiness across the disciplines of Science, Technology, Engineering, Arts and Math (STEAM).* Students will participate in STEAM projects as talented scientists and artists. In the turnaround model plan, programs are created to meet the academic and social and emotional needs of every student while preparing each student for college and career readiness. The climate becomes one that promotes learning, values all members and holds members of the school community accountable for all children. The three goals for the proposed turnaround school redesign model are built around:

1) Building on the community services already in place at M L King School where there is an integrated focus on academics, health and social services, youth and family community engagement which will be further supported for students through extended learning time;
2) Supporting improvement in student achievement and growth through development of instructional leadership and classroom instruction and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment;
3) Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology visual literacy.

ii. Much research and data show that activities like Arts, which uses the right side of the brain supports and fosters creativity, which is essential to innovation. At a National Forum, Secretary Duncan cited the power of arts learning to boost student achievement and improve college graduation, and noted, "Arts education is essential to stimulating the creativity and innovation that will prove critical to young Americans competing in a global economy." Georgette Yakman, founder of STEAM education, differentiates between STEM and STEAM by defining STEAM as Science and Technology, interpreted through Engineering and the Arts, all based in the language of Mathematics. STEAM curricula includes;

- sharing knowledge with language arts,
- a working knowledge of manual and physical arts,
- a better understanding of the past and present through fine arts and;
- understanding developments with social/liberal arts including: sociology, psychology, history, politics, philosophy and education.

Based upon the needs as identified for M L King, to enrich the turnaround model as proposed, the YCSD proposes bringing STEAM into the M L King School. In order to implement a complete STEAM model, the Arts will be integrated into daily instruction and included in the Master Schedule. Through the school extended day learning program, the Yonkers Theater Interactions Inc. (YTI) and Jacob Burn Film Center will offer classes that range from the visual arts through a full range of performing arts. The Arts will connect to content area curricula and will be utilized as a vehicle to communicate understanding of complex concepts and to prepare for high school, college and career readiness. Student celebrations and performances will foster a community with an appreciation for culture and the arts.

As a STEAM School, the M L King School will continue to build upon the existing community services in the school. The MLK School has had a consistently large percentage of students eligible for free and reduced lunch. Many of the families have one income and with the current recession, caregivers have expressed the need for assistance from school administration and faculty. Students have exhibited lack of health care leading to more serious medical needs thus affecting their attendance and academic performance. The District will continue with the partnership with Westchester Jewish Community Services (WJCS), a non-sectarian, state-licensed, not-for-profit agency, that has been a leader in mental health, home health care, developmental disabilities and human services since 1943, serving all people who live or work in Westchester. The professionals will work onsite with school personnel, parents and community resources to provide on-site mental health counseling for children and their families and guidance for teachers. WJCS supports families' efforts and provides children with a sense of stability, security, self-worth and hope. One initiative will be to enhance families' capacities and child-raising strategies within the context of their own cultures, neighborhoods and homes. The mental health program will provide families with the necessary support to promote mental health prevent emotional distress and treat mental illness in children. After-school, weekend and summer programs will engage children in recreational, skill development and enrichment activities that supplement academic goals and encourage positive social development. In addition, WJCS will offer courses, workshops and seminars to school personnel and parents focused on student behaviors and family matters with an emphasis on parenting, PBIS and mental health. A significant step in creating the community component of the school design is the incorporation of an onsite Parent Welcome Center. Through this center local agencies will

be contacted to assist and support the needs of the school families. ESL, Literacy, Computer and Life Skills classes will be offered for adults. After meeting the parents and families, the Center will schedule workshops and classes.

From the start, the new MLK leadership will take a team approach. In order to build this strong leadership team, the new school leaders will participate in the Baruch College Scaffolded Apprenticeship Model (SAM) which focuses on supporting school leaders in building a team of school professionals who are collectively responsible for school improvement. This approach to leadership development creates change agents, each accountable for advancing the work of improving instruction and student outcomes. Principals shift their focus to building leadership capacity within their schools and to improve instruction and student outcomes systematically. Seminars are organized around research-based competencies for adaptive leadership and focus on instructional improvements embedded in the participating schools.

Literacy and Math Coaches, trained by Mercy College, will conduct systemic teacher professional development focused on collaboration and reflection throughout the school. This team based support has proven to have large scale, deep impact within a school. The Common Core Learning Standards, Data Driven Instruction, STEAM based learning across curriculum areas and College and Career Readiness will be at the forefront of the PD plan. Extensive professional development opportunities will be conducted during extended learning time.

A common recommendation from the ESCA, the District, School Administration and teacher focus groups was more learning time for students and the need for a core instructional program in ELA and Math aligned to the Common Core Learning Standards with supports for English Language Learners (ELLs) and Students with Disabilities (SWD). With those recommendations in mind, the school calendar and school day for M L King will be extended. "... many researchers have recommended that efforts to increase time in school should first be directed at maximizing the amount of academic learning time in the existing school day and year. Strategies such as improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules and block scheduling have been shown to help increase the amount of academic learning time." (Extended Learning Time in K-12 Schools, Chalkboard Project, ECONorthwest). The new school calendar will begin on September 1, 2013 and conclude on July 30, 2014. The school day will start at 7:30 a.m. and end at 4:30 p.m.. This will allow for students in K-8 to receive a double literacy and math block, and an ELA and Math intervention period as well as enrichment activities during the extended day learning program. The new Journeys ELA curriculum has built into it all aspects of the research based workshop model close reading techniques, conversations about evidence based text and the increase of transferable vocabulary aligned to the CCLS. This program has been piloted in two District schools. Overwhelming positive feedback was received from administration and faculty. The enVision Math program will be implemented in the classrooms. The big ideas in *enVision Math Common Core* support the Understanding by Design (UBD) framework, a comprehensive approach to unit planning through the extended day and lengthened school calendar year and the implementation of the workshop model through the Journeys program as well as the UBD through enVision, student, the framework and structure for student success will be in place.

In January, 2013, the Administrator and Teacher evaluation plan was approved by NYSED. This plan will be implemented at the school and will add a level of accountability for all. It will support the goal of student growth and achievement.

Stakeholder communication and collaboration is critical to the successful implementation of the overall school redesign plan. It is essential during the pre-implementation period that

there is a common and clear understanding of the school redesign and all elements are in place to ensure a smooth transition to the new Martin Luther King Jr. STEAM Academy.

Assessing the Needs of the School Systems, Structures, Policies, and Students
The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs must address the following elements:

i. See Attachment B.

ii. In 2010-2011, Martin Luther King Jr. School had a population of 478 students, the majority of whom (48%) were Black or African American. The composition of the remaining student population was: 47% Hispanic or Latino, 3% Asian, 1% White. A total of 71% of students were eligible for Free Lunch and 7% qualified for Reduced-Price Lunch. A total of 9.2% were classified as Special Education and 21% were Limited English Proficient. In 2011-2012, Martin Luther King Jr. School was designated by NYSED as a Corrective Action (Year 1) Comprehensive school. The school failed to achieve AYP in English Language Arts for all students, in the following subgroups: Black or African American; Hispanic or Latino; Limited English Proficient; Economically Disadvantaged; and Limited English Proficient. In Mathematics, the school failed to make AYP in the following subgroups: Black or African American, Hispanic or Latino, Students with Disabilities, and Economically Disadvantaged. The school did make AYP in Mathematics in Limited English Proficient Students, using the Safe Harbor target. As of 2011-2012, the school had a population of 560 students, the majority of whom (49.6%) were Hispanic and Latino. The composition of the remaining student population was: 45.9% Black or African American, 2% Asian, 1.8% White. A total of 78% of students qualified for Free or Reduced-Price Lunch.

iii. The systematic, in-depth diagnostic school review of Martin Luther King Jr. School was conducted in the 2011-2012 school year in the form of an External School Curriculum Audit (ESCA). This audit reviewed the school's Climate and Culture; Curriculum, Professional Development; Academic Intervention and Support; Leadership; and Instructional Technology. The ESCA was conducted by representatives from Legacy Pathways, LLC. Prior to the ESCA, the Assistant Director of School Improvement shared the process that would take place with the staff so they would be knowledgeable on what to expect. During the ESCA an on-site review focused on systematic issues of the whole school and the evaluators met with focus groups comprised in the following areas: parent, teacher, administrator, and student. After the ESCA, the Assistant Director of School Improvement shared the findings and recommendations with the school administration, which was then shared with the school staff. Recommendations made in the ESCA are being used to guide the professional development and curriculum goals for the current school year.

iv. In terms of identified strengths and existing capacity, Martin Luther King Jr. School is welcoming to parents, guardians, and the community. School administrators proactively work to ensure that established protocols for school safety and security are well communicated to parents, guardians, and guests. Students take pride in their learning environment, helping to create a welcoming school environment. Students are aware of classroom rules and routines that

positively facilitate rapport, responsibility, and respect. Teacher rapport with students and classroom management was observed as being strong. Supplemental programs are well promoted and provided to students in reading, language, arts, and mathematics.

Identified needs for dramatically improving student achievement included organizing and creating classroom environments that reflect a balanced literacy approach. This balanced literacy approach would have an impact on scores for the ELA assessment, which are significantly below both NY State and District averages. Additionally, lessons observed in several classes had very low student engagement and demonstrated a lack of strategies to engage students and address their learning needs. There were varied expectations and differing approaches from teachers in lesson designs, implementation, and monitoring of instructional outcomes, which created many inconsistencies from classroom to classroom. Lessons lacked academic rigor, had low expectations, and content was not consistently aligned to the grade level and subject area expectations. Classroom environments lacked visuals to support English Language Learners and Students with Disabilities.

v. Martin Luther King Jr. School will take on a STEAM (Science, Technology, Engineering, Arts, and Math) focus, which will infuse the arts into the science, technology, engineering, and math curriculum help students become creative, innovative thinkers and to therefore maximize the potential for student learning. To support the school's focus of STEAM learning, professional development will be offered to provide teachers with ways to implement thematic units which integrate the arts in order to provide the transfer of knowledge across the curriculum to make learning more relevant and allow for higher student interest, motivation and achievement. The higher levels of engagement will in turn decrease the truancy rate which was at 7.1% in the 2011-2012 school year and decrease the number of discipline referrals, which were three times higher than the district average in the 2011-2012 school year.

With only 23.2% of students scoring proficient or higher on the ELA assessment and 34.1% of students scoring proficient or higher on the Math assessment, priority will be placed on the implementation of double literacy and math periods for students, as these rates are significantly below NY State (55.1% and 64.8% respectively) and District (40.7% and 46.8% respectively). Additionally, a long school day and longer school year will thereby extend learning opportunities and support an instructional climate focused on expanding and enriching the curriculum. This enriched curriculum will ensure opportunities for higher-level thinking and problem solving in the classroom and real-world applications through community and college partnerships.

This extended school day will also create the flexibility for teachers to meet so they may analyze student work; review data; collaborate on best practices that are research-based and targeted towards instructional needs; and design rigorous thematic lessons to therefore embed professional development and collaboration into the learning community. This additional professional time for teachers could be utilized to develop common rubrics and common assessments to aid in ongoing data collection so that the professional learning community teams can measure the progress and success of specific instructional strategies. The implementation of these tools would also provide a litmus test on the overall progress of students towards their defined goals.

To address the varied expectations and inconsistencies seen from classroom to classroom there would be a priority to implement a focused professional development plan; one which is aligned to the school's mission, vision, and goals for student achievement. It must also support and nurture the individual development of its educators. This plan will focus on ways to better meet the different needs of teachers from grades K-8 and ensure that short-term and long-term professional development goals

provide attention to deepening both the content and pedagogical knowledge of educators to therefore improve student achievement. Immediate attention will be given to problem-solving strategies and essential topics that must be taught with increased rigor and higher expectations for student learning. Professional development is most effective when it is directly relevant to classroom realities and when it provides opportunity for the practice of new strategies, reflection, and the support to integrate new learning into teaching practice. The professional development should be job-embedded, continuous, and sustained through the development of a professional learning community to create a unified and collaborative culture in the school. The professional learning community will develop an articulated vision to promote strategies that ensure high student engagement to support teaching and learning, as well as, a focus on the infusion of technology into teaching practices to help engage learners and ensure increased attendance rates. Part of this vision will include the development of an instructional model to ensure that teachers effectively implement a balanced literacy approach and are provided with resources and support systems through professional development plans and partnerships with higher learning institutions.

Teaching practices at Martin Luther King Jr. School would greatly benefit from the revival of technology to infuse rigor into lessons and increase student engagement. Priority will be given to establishing a high-quality blended learning approach to engage students in advanced online interactive experiences and multimedia-rich content, as an extension of the classroom experience. This not only allows for individualized pacing that is student controlled, but creates enriching opportunities for students.

Martin Luther King Jr. School Model and Rationale

The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:

i. Due to the significant increase in YCSD enrollment, it is not feasible to consider a Restart Model. Our enrollment has increased because the community believes in the Superintendent of Schools, Bernard P. Pierorazio, and the school district. As a district we need more space, not less. If we were to subscribe to the Restart Model, we would loose an essential school site. At this time there is one charter school in the district and a significant number of students attending are from outside of the school district. Restart as a charter school is not an option because it would not absorb the student population. There is no local EPO that has demonstrated significant academic achievement at the PreK to 8 grade level from which to select at this time.

Implementation of the SIG at two PLA schools has been very informative to the YCSD. One PLA School initiated the Transformation Model and improvement has been difficult. To build a school within a school requires a significant cultural change when the community within the school and beyond the campus has a preconceived image of a school that is serving students as it transitions out. Even in the third year of transformation, one finds that parents and students refer to the initial school. It has had a long history in the community, and that history is beloved by many regardless of its poor performance academically. The new school is becoming established and brings significant and beneficial change but it is taking longer than it would have as a turnaround school had that been the model proposed.

On the other hand the Turnaround Model as implemented at the second PLA school has been very successful. The community has welcomed the new school and embraced the changes

it brought with it. The image has transformed the community within offering a completely different learning environment for all students. What was key? The students didn't move. The curriculum remained the same. It was the transition to a new administration and changing 50% of the faculty. It was bringing instructional supports and resources to the school through purchased services including partners and outside consultants, needed supplies and materials, and a wealth of professional development opportunities.

With this experience, the YCSD proposes introducing the Turnaround Model through the SIG for Martin Luther King Jr. School and introducing a STEAM theme. M L King serves 561 students, 16% ELL, 8% Special Education and demonstrates high need with 84% of students receiving free or reduced lunch and an increased suspension rate from 15.5% in 2010-2011 to 22% in 2011-2012. After reviewing this profile data, ESCA recommendations with the tenets of the Diagnostic Tool in hand and keeping in mind we now have approved APPR plans, the District given due consideration opted for one of the SIG Intervention models.

Based upon multiple visits, classroom observations, review of NYSED reports and discussions with the Instructional Support Department Team members, it was concluded that this school needed a structural redesign. Principal and Teacher focus groups referenced the need for additional Professional Development embedded in the school day, curriculum materials with supports for English Language Learners (ELLs) and Students with Disabilities (SWDs), increased parental involvement and engagement and increased pupil support services. Although some technology is in the building, much of the equipment requires replacement parts and updating to 21st Century standards. In order to address the needs of this school as a whole, the new school redesign will include the following components:

- Literacy and Numeracy with a block period
- Addition of Literacy and Math coaches to the staff as an onsite support to provide instructional support, use of data to drive instruction and address the identified needs
- Literacy will be woven through an Arts curriculum provided by the partner, Yonkers Youth Theater Interaction, and other community based organizations such as the Westchester Arts Council.
- A longer school day with extended learning time and teacher professional development embedded in the master schedule; a longer school year from September to July.

Upon reviewing the required elements, the Turnaround Model was selected as the model for this particular school and community. With this model's redesign considerations, new administration and up to 50% of the staff will be changed, curriculum and school programs will be revised, Professional Development topics will be aligned specifically to the school's new focus and the school day will be extended for additional learning time. This effort will lead to meeting the school's identified needs such as improved student achievement outcomes, improved administrator/teacher performance and increasing college and career readiness.

ii. The initial step in the process for choosing the turnaround model was an analysis of school data. M L King has been designated by NYSED in accountability status for the past six years:

Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2010	Sept. 2011	Sept. 2012
SINI Yr. 1-ELA	SINI Yr. 1-ELA	SINI-Yr. 2-ELA	SINI-2 Improvement Yr 2 Focused ELA	SINI-3 Corrective Action Yr 1 Comprehensive ELA	Priority School

Findings and recommendations from the External School Curriculum Audit conducted during the 2011-2012 school year, addressed concerns in the areas of Teaching and Learning, Curriculum, Parent Involvement and Engagement, Professional Development, Technology and Student Social and Emotional Development. School data and reports of school visits were shared at a Department of Instructional Support District meeting. The group of District Directors and Assistant Directors reviewed the components of the various SIG and SIF models. The Department engaged in a preliminary discussion regarding the turnaround model for Martin Luther King, Jr. School (MLK). Additionally:

- October, 2012, the District identified M L King as one of the Priority Schools to employ a whole school reform model in the 2013-2014 school year;
- On October 11, 2012, District representatives met with the Priority School principals to give an overview of the components of the ESEA Waiver;
- On October 29, 2012, the Chief Academic Officer, Executive Director of Instructional Support, Executive Director of Elementary and Secondary Administration and the Director of School Improvement met with the Principal to present an overview of the SIG and SIF models;
- On November 2, 2013, the District Executive Director of Instructional Support, the Director of School Improvement, Directors of Language Acquisition and Mathematics, Assistant Directors of Science, Literacy, Social Studies, Instructional Technology and Media and Library Services conducted a walkthrough of all classes in the school. A meeting to discuss findings and recommendations immediately followed. The SIG and SIF models were revisited at this time;
- On November 6, 2013, the District Executive Director of Instructional Support and the Director of School Improvement met with the Principal to share findings and recommendations for school improvement;
- November, 2012, the Director of School Improvement presented to the Chief Academic Officer and all members of his department the Priority School Whole School Reform Model Choices and the implementation schedule;
- December, 2012, the Director of School Improvement met with the school Assistant Principal to present an overview of the SIG and SIF models. The documentation shared with the AP was forwarded to the Principal upon his return;
- December, 2012, the District Executive Director of Instructional Support, the Director of School Improvement, Directors of Language Acquisition and Mathematics, Assistant Directors of Science, Literacy, Social Studies, Instructional Technology and Media and Library Services conducted a walkthrough of all classes in the school. A meeting to discuss findings and recommendations immediately followed. The SIG and SIF models were revisited at this time;
- January, 2013, the Director of School Improvement met with the School Administration to discuss school concerns and obstacles as well as school administration suggestions for school reform;
- January, 2013, the Parent Advisory Council and PTSA President were informed of the School Improvement Grant application;
- January, 2013, the Chief Academic Officer contacted Yonkers Council of Administrators and informed them of the School Improvement Grant application and the identified priority schools;

- January, 2013, the Executive Director of Instructional Support and the Director of School Improvement contacted the Yonkers Council of Administrators and the Yonkers Federation of teachers to outline the School Improvement Grant applications;
- January, 2013, the Executive Director of Instructional Support met with the President of the PTSA to review the SIG applications;
- January, 2013, the District Executive Director of Instructional Support and the Director of School Improvement met with a teacher focus group to discuss their recommendations and areas of need/concerns schoolwide;
- January, 2013, the District Chief Administrative Officer, the Executive Director of Elementary and Secondary Administration, the Executive Director of Instructional Support and the Director of School Improvement met with the M L King principal to discuss the various models of whole school reform. After a review of the school data, the ESCA report findings/recommendations and various school reform models, a group decided on a turnaround model. Partners were identified that would best meet the needs of the school community;
- January, 2013 meetings were held at the YPS District Office with the District Administration, executive members of the collaborative bargaining units and the PTSA;
- January, 2013, final review and revisions made to document prior to submission was shared with the Principal of M L King.

School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:

i. Superintendent Pierorazio is committed to identifying a leader for the school who demonstrates instructional leadership qualities in addition to superb management skills so that all constituents remain focused on student growth. During the 2011-2012 school year, Superintendent Pierorazio introduced all school leaders to the ISLLC standards. To emphasize daily reminders of the competencies expected for successful school leadership, Superintendent Pierorazio provided principals and assistant principals with a checklist for "Balanced Leadership" based on the work of Waters and Cameron at McRel. Many of these components of balanced school leadership have become part of the approved state APPR for school principals. Since the approved APPR is the standard for school leaders, with a highly effective label for the exemplary leader, this document along with the core "Balanced Leadership" competencies will be the guiding competencies for the school leader at this Turnaround School. The competencies expected of the next leader for M L King are: Domain 1 – Shared Vision of Learning; Domain 2 – School Culture and Instructional Program; Domain 3 – Safe, Efficient, Effective Learning Environment; Domain 4 – Community; Domain 5 – Integrity, Fairness, Ethics; Domain 6 – Political, Social, Economic, Legal and Cultural Context; and Other Areas – Goal Setting and Attainment. In addition to these competencies expected of all school principals in the Yonkers Public Schools district, the next principal at Martin Luther King Jr. School must have a proven track record of

implementing the following successful schoolwide programs: English language learning, Balanced Literacy, Balanced Mathematics, PK-8 instructional structure, and collaborative peer coaching. Since the M L King School will strategically partner with universities to perfect the leadership in that school, the selected principal must also be committed to attending all courses and workshops offered by the universities including those held on weekends or after school hours. The Superintendent may review prior college transcripts or other equivalent data to assess expected academic performance of the new principal in coursework and/or assignments from university partners.

ii./iii. The District will look first at existing principals and assistant principals to identify potential school leader candidates for M L King. The potential internal candidates must meet the same requirements as external candidates. Internal candidates express interest in vacant principal positions by submitting a Letter of Interest to the Superintendent of Schools. If the interested administrator possesses the competencies discussed above and demonstrates these competencies with high effectiveness, he/she will be invited to an interview with a committee formed by the Superintendent of Schools. The committee will be comprised of, at minimum, the following central office personnel: the Chief Academic Officer, the Executive Director of Elementary and Secondary Education, the Executive Director of Instructional Support, the Executive Director of Special Education, the Director of School Improvement, and the Director of Language Acquisition. If no candidates are identified from the internal pool, resumes from external candidates will be accepted and reviewed alongside the Multidimensional Principal Performance Rubric. External candidates will be offered the same initial interview as internal candidates. From the pool of internal and external candidates, three top contenders may be selected for a second round of interviews. The second round of interviews may include a panel with additional Central Office staff, parent/community partners, and/or visits to schools where the candidate is currently practicing leadership. The Superintendent of Schools will select the next principal of M L King based on input from the interview process.

iv. Assistant Principals assigned to M L King will be the lead Response to Intervention (RtI) administrator. By serving in this role, the Assistant Principal will have a deep knowledge of students and their families. He/she will use this knowledge to respond to students requiring additional supports and goal setting for future aspirations. As the lead RtI administrator, the Assistant Principal will have an understanding of the constructivist approach to learning and how differentiated instruction closes achievement gaps. The Assistant Principal will work under the direction of the Principal to implement a schoolwide instructional intervention system during the Balanced Literacy and Mathematics blocks. The Assistant Principal will coordinate and monitor consistent data recording practices by teachers and intervention specialists. The Assistant Principal will be responsible for the shared supervision of all staff. This shared supervision includes coordinating professional development activities with the Principal as well as monitoring participation in all professional development provided at the District level.

v. None of the current leaders at M L King will serve in the new school. The Superintendent will work with the Yonkers Council of Administrators (YCA) to reassign existing M L King administrative staff. In order to ensure quality, effectiveness, appropriateness, and buy-in of supporting leadership, a similar process will be followed as that of the school leader (principal) selection process. In addition to the interview with the committee members discussed above,

new principal will also be a member of the second committee interviewing for the assistant principal. Anticipated barriers to achieving these goals of quality, effectiveness, appropriateness, and buy-in are the personal dynamics of the school leader and his/her supporting leaders. Baruch College, a partner, will work with the principal to build a strong team that exemplifies joint commitments, beliefs, and decision making through the Scaffold Apprenticeship Model (SAM) which focuses on supporting school leaders in building a team of school professionals who are collectively responsible for school improvement as outlined in *Section II. F.i.*

Instructional Staff

The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. The selection and identification of instructional staff must contain the following elements:

i. The model of instructional delivery prevalent in most classrooms is that of a teacher directed lesson with students following along. The teacher is the primary speaker in the class. Student activity is limited primarily to listening and watching the teacher. Student independent work is limited to worksheets. There is little evidence of creative products developed through cooperative groupings where student work together to explore and learn from each other as opposed to the teacher presenting the material and the students memorize instead of understanding the concepts. Many classrooms are well equipped with technology learning and delivery tools, however, they are used as little more than a reward system for good behavior or good academic performance. There is little use of technology as a learning tool, research tool, or assessment tool. Teachers exhibit little evidence of daily assessment as a tool to drive instruction. There is no differentiation of learning in many classrooms. Students are provided with the same handouts and subject to the same classroom instruction with little regard for understanding or retention.

In order to rectify the previously mentioned instructional issues, qualitative and quantitative changes must be put into place. The changes reflect the Gateway posting of up to 50% of current staff as well as the addition of new staff to provide more prescriptive instruction to the students as well as provide coaching and on the job professional development. Students have struggled year after year to achieve mastery level in all subject areas as demonstrated by the results of the state tests in math, reading and writing. Qualitatively, the skills possessed by the instructional staff need to be more focused on the use of data as a tool for developing instructional plans that meet the needs of the student. Data collection, analysis and planning using data should become part of the culture of the school. Data collaboration and sharing between staff, faculty, administration and parents fosters the development of skills with support of all stakeholders. In a teacher centered school, the teacher possesses a wealth of instructional strategies that encourage and instill a love of learning in each and every student. Through the goals of this turnaround model, M L King partners should bring the opportunity for teachers to bring these resources to all students.

The use of technology as a tool for instruction will be developed and infused into all levels of instruction. Technology will be used as a classroom demonstration tool, as learning tool, research tool, and an assessment tool. In addition, within the realm of technology, online communication and collaboration will become a part of the school culture using the eChalk system which will provide a school website to showcase the school to parents and community, class and group pages where teacher, parents, and students can collaborate outside of the

classroom, and student and staff email to promote and develop open channels of communication between all stakeholders.

ii. The culture of the school will reflect the Athenian Philosophy of "A Sound Mind in a Sound Body." Student development and support will focus not only on academics but also social/emotional as well as health and wellness. To support this philosophy, the additional learning time that will be built into the school day will include physical fitness and the arts. Additional support staff will be added to support student development in the areas of reading, writing and math. The reading, writing and math support teams will work collaboratively and in conjunction with the teachers to connect cross curricular learning. Professional Development and coaching will be infused into the daily activities of the school. The school will employ teacher coaches in literacy and numeracy. Each coach will be responsible for the development of instruction in their respective area. This will be done through classroom observation, lesson modeling, congruence planning in horizontal teams and vertical teams. The instructional coaches will work collaboratively with the administration and faculty to support the development of student led instruction and differentiated learning.

iii. The model for the transformation of the two schools will be rolled out to the schools through a series of meetings with key stakeholders. The meetings will be facilitated by the Superintendent of Schools, Chief Academic Officer, and the Executive Directors of School Administration and Instructional Support. The meetings will begin in April and continue through the end of the school year. The first meeting will be presented to the administration, faculty and staff at the school. The focus of the meeting is to provide the background which has led to the need to transform the school. The presentation will provide an overview of the objectives of the transformation model and how it will "look" at the school. The second meeting will be presented to the parents. This meeting will also be facilitated by the Superintendent of Schools. Once again, the focus will provide a background of the school and the objectives of the transformation. A third meeting will be held in early May at which time the teachers will be informed of the systemic and structural changes that will be implemented for fall 2013. Teachers will also be informed as to the process for application for a position within the new school structure. The final meeting will be held with parents, students, and other community stakeholders at which time the systemic and structural changes will be shared with the community. This will include the new school day hours which will reflect the built in extended learning time. The meeting will also showcase some of the new initiatives that will be infused into the school to better meet the needs of the student population.

iv. The process for selecting staff to become part of M L King will include the closing of all current positions. In early May, prior to the distribution of the May Vacancy Postings, all teachers will receive written notification of the closing of their current position. The letters, known as "Excess Letters" will be prepared by the personnel department and delivered to schools in early May. All teachers will be required to either post for other open positions in the district or apply for a position within this turnaround school. All positions for the 2013-14 school year at M L King will be advertised in the May Vacancy Postings as Gateway positions. Gateway positions, unlike other positions that rely solely on seniority, will be based on skills and qualifications in order to be considered for the positions. The Gateway posting will include the requirements and qualifications necessary to be considered for the position. As part of the

Gateway protocol, teachers interested in "applying" for positions in the transformation schools will be required to produce and submit a letter of intent as well as a resume. The letter of intent should provide some insight as to how the teacher meets the qualifications of the gateway. Teachers interested in positions at M L King will be scheduled for interviews with the new administrative team at each school. A rubric will be used to assess the skills and qualifications of each candidate to determine the best choice for the position. The rubric will be based on the qualifications and skills necessary to be considered for the position. Rubrics will be germane to the position the candidate is applying for. At the conclusion of the interview process, the principal will report to central office the names of teachers who have been selected along with the rubric scores for all candidates interviewed for each position. The central office personnel department will notify the newly appointed teachers in writing of their assignment for September 2013. The gateway process described above has been used in the past and is part of the collective bargaining agreement between the Yonkers Federation of Teachers (YFT) and the Yonkers Board of Education. The contract clearly describes the process for transferring teachers and filling vacancies based on teacher seniority not qualifications. All documentation related to the gateway hiring process; postings, rubrics, advertisements, will be collectively developed between the Principal, Central Office Administration, and the YFT.

Teachers assigned to M L King will be evaluated using the NYSUT rubric. Throughout the course of the school year, teacher will receive pedagogical support from a variety of providers including but not limited to; Instructional Coaches, School Administrators, District Administrators, School Partners and Professional Development workshops scheduled during the school day as well as after school. Teachers earning rating of Developing or Ineffective will receive additional support through a Teacher Improvement Plan (TIP) in addition to the support and resources already deployed at the school building. Following the second year of this rating, they will be dismissed.

Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnerships may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions. The partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG/SURR plan, the LEA/school must provide a response to each of the following elements:

i. Partner organizations for ***M L King School*** will include Mercy College, Westchester Jewish Community Services (WJCS), Baruch College, School of Public Affairs and Yonkers Theatre Interactions, Inc. YTI.

Mercy College - The YCSD has partnered with Mercy College to bring professional development to our elementary and secondary schools. Mercy College has expanded that partnership by including the YCSD in their awarded Undergraduate Clinically Rich Teacher Preparation Program Grant. Through this partnership, we have a complete systemic and

collaborative network that brings applications of practice along with key experience in instructional observation and evaluation to many schools through out the district. Through the Graduate School of Education at Mercy College the college professors provide professional development and research-based literacy and numeracy expertise for the coaches and teachers in M L King. These supports include in-classroom modeling/demonstration lessons, and observations, consultations, etc. Mercy's overall objective is to work directly with the literary and math coaches and teachers to improve student achievement and success in meeting the Common Core Standards in ELA and Math. Their roles as partners will be to change the learning community and to set new levels of expectation and academic modeling. It is through this partnership that the Bill and Melinda Gates Foundation MET Project framework of nine principals for using measures of effective teaching will be brought to the school. The guiding principals for improved and focused teaching systems include: measuring effective teaching, ensuring high-quality data, and investing in improvement.

Baruch College, School of Public Affairs - The Scaffolded Apprenticeship Model (SAM) is made possible through the generosity of the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation and the U.S. Department of Education. Jointly developed by New Visions for Public Schools and the School of Public Affairs (SPA) at Baruch College, CUNY, this collaboration with the NYC Leadership Academy is an approach to comprehensive school reform that seamlessly integrates school improvement with leadership capacity building, teacher professional development, and succession planning. The Scaffolded Apprenticeship Model (SAM) focuses on supporting school leaders in building a team of school professionals who are collectively responsible for school improvement. At M L King School this program should directly address the need to create a pool of capable, certified, school leaders. Ultimately, this approach to leadership development creates a critical mass of change agents at every level within this school, each accountable for advancing the work of improving instruction and student outcomes while developing a viable succession pipeline for staff. SAM employs an apprenticeship model in which cohorts of participants from M L King are partially released from their responsibilities in order to learn and practice the skills required for effective leadership and school improvement. The program's goal is to strengthen current leadership capacity, as well as to develop a viable succession pipeline for staff. This involves:

- Weekly Focused Seminars throughout the school year are co-constructed and co-taught by university faculty and participating school principals to provide structure and support for apprenticeship work.
- Daily Apprenticeships throughout the school year partially release participants from their current responsibilities to learn and practice effective leadership and school improvement skills.
- Monthly Inter-visitations provide opportunities for participants to broaden their experience of what is possible.
- Monthly On-site Coaching by site facilitators provide individual and team support for leadership challenges.
- A Four Week Summer Intensive Course introduces participants to the program's core beliefs and values and begins the process of team building.
- Activities, Readings and Assignments are organized around tasks participants encounter in both the positions they currently occupy and those to which they aspire. Performance is assessed based upon research-based competencies for effective instructional leadership practice.

Westchester Jewish Community Services (WJCS) - has brought to M L King students and families to a wide range of clinical and community-based mental health, counseling and specialty programs, home health care services, learning programs and services for people with developmental disabilities. WJCS' unique services address issues that range from child sexual abuse to family care. WJCS Social Workers, Psychologists, Psychiatrists, Case Managers, Remedial Education Specialists, Residence Managers, Direct Care Workers, Home Health and Personal Care Aides work together to provide caring support, foster personal growth and fulfillment and maintain the dignity of all individuals and families.

Yonkers Theatre Interactions, Inc. YTI will provide the M L King students with a school performing arts program. YTI offers a full range of performing arts programs that address all levels beginners – advance; multiple disciplines, e.g. drama, photography, vocal, dance, instrumental; and all cultures. The courses are taught by trained professionals and recognized artists. This partner will bring language rich experiences to the students, faculty, and community members providing all with the opportunity to extend their understanding of literacy and extended the the integration of art through the discipline and contact studies in STEAM.

ii. See Attachment C

iii. All partners are required to create weekly logs outlining constituents they worked with (e.g., teachers or students, what activities or strategies were introduced, and anticipated outcomes of said strategies and or activities). As a condition for selection the partner must include specific measurable deliverables, performance standards, and timelines. These items will be reviewed quarterly to determine if the anticipated progress or changes have been realized or are meeting the timeline. Types of performance indicators to be reviewed include but are not limited to the following: improvement is NYS Assessments; movement from a more restrictive Special Education setting to a less restrictive environment; testing out of ESL/ESOL; improvement in use and integration of technology into a teacher's classroom instruction; improved classroom instruction/time on task; exemplary use of differentiated instruction; integration of the RtI principles. All partners are evaluated by the building administration, teachers, and depending on the services provided the students and parents. A significant number of grants have Annual Performance Reviews. These reviews are prepared by outside evaluators and include an analysis of the services provided by partners and other vendors. These reviews are always considered when a contract is renewed. The steps for the principal to identify partner accountability are charted in *Section I, E.iii.*

Organizational Plan

The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:

i. See Organizational Management Plan Attached

M.L. King School Improvement Management Team – Profile / Description
School Level Administrators: Principal (1), Assistant Principal (1) **Leadership Team/Thought Partners:** One (1) faculty representative from General Education, Special Education; English Language Learners, Student Support, and CSEA member Partner Representation: One member from each partnership **Parental/Guardian Liaisons:** PTA Representative **Student Liaisons:** Student Government representatives
Team Structures – Leadership Groups / Description
Principal: • Responsible for operational achievement, alignment, and development of SIG plan • Lead Evaluator responsible for APPR compliance • Collaboration with district administration providing ongoing communication with building initiatives, and development of systemic priorities supporting school improvement and design objective. • Building role model and leader and 'community' developer for all school stakeholders
Assistant Principal(s): • Responsible for data analysis and application to collaborative instructional design aligned delivery • Responsible for ongoing support of operations, evaluation, and professional development • Works in collaboration with school and district administration • Available to building wide stakeholders as team member supporting school principal and leadership/organizational design
Instructional Leadership Team: • Communicate and facilitate among faculty items as identified in Theory of Action • Responsible for collaboration and ongoing communication with school leadership team efforts; documentation assisting in identification of progress, evaluation of areas of need; support and development of instructional leadership culture • Available to building wide stakeholders as role model and leader of educationally relevant support and efforts, and team member supporting school leadership/organizational design
Parent/Guardian Team: • Collaborators with ongoing communication with school administrative team, school staff • Assist in development of a parental support and community links • Assist in outreach to support extended learning • Available to leadership team in advisory capacity
Student Representatives: • Collaborators with ongoing communication with school representatives and peers • Development and support of leadership modeling opportunities • Ongoing assessment and feedback regarding student experience • Development of student governing practice and support of efforts • Contributors of school and student body success, available to leadership team in advisory capacity

Lines of Reporting: Schemata and Description
Administrative Communications and Reporting: • Ongoing communication with staff through daily announcements, staff communiques, newsletters • Bi-Weekly data shared via multiple strategies (i.e., team, staff/faculty meetings, reports, data walls) • Weekly reflections on school development efforts • Development of documentation materials in paper, digital, and media formats • Monthly communication with district leadership team on: a) leading indicators of change, areas of strength b) areas in need of development following Theory of Action and Professional Development Plans c) clarified priorities for academic achievement identifying efforts underway for focus populations d) partnerships • APPR reporting as noted in chart *Section Organizational Plan, item iii.*
Stakeholder Communications *(Home/Students/Staff)*: Ongoing communications regarding: • General relevant school matters including assessment results, ramifications of success/weakness, available resources to support achievement in multiple areas (i.e., academic, social/emotional, behavioral) • Data points and school progress • Extended resources to support success and remediation (i.e., web resources, training opportunities) • Formal communications (i.e., newsletters, media communications, podcasts) as staffing allows

ii.

DAY-TO-DAY OPERATIONS
School Administration Leadership: Principal (1), Assistant Principal (1) **District Administrators:** Division of Teaching and Learning, Executive Directors, Directors and Assistant Directors Dept. Instructional Support; Assessment and Reporting; Communications, etc. **School Improvement Team:** Representatives of key areas: Special Education; English Language Learners; General Education, Administration; Partners, Students, Parents **Extended Community:** Parent Advisory Committee, PTA, Volunteers
Data Sources
Day-to-Day Operational Priorities
• Teaching and learning – Common Core & Regents Reform Agenda items including achievement, social/emotional health and well-being, college and career readiness • Training in awareness and use of data, clarity of instructional objectives • Safety and organization establishing a functional educational environment and climate • Ongoing assessment and collection of data; Ongoing development of data points • APPR process and related elements, see *Organizational Plan, items iii and iv* • Use of available space • Development of models to use for informed decision making and analysis • Development of communication streams supporting feed-back loops • Operational functionality support thought partnerships • Ongoing training and support to developing strong learning community
Types of Data Sources which are used to drive discussion and decision making
• Multiple Sources –standardized assessments, school based assessment, surveys, student/staff work. Described in detail in *Section 8: Educational Plan* • Differentiated models of demonstration and collection • Walk through and formal observations • Annual evaluations of administrators and teachers using HEDI ratings

- Annual reports from partners, vendors, and evaluators
- Feedback loops designed to provide ongoing collection of data from M L King community

Nature of Data Sources

- Visuals - Posted materials; projects, data walls (including language based, numeric, and graphic representations); media (i.e, video, audio, threads); role playing/demonstration
- Documentation – analysis of key data points, relevance in instruction, key factors in support, key factors in remediation and for consideration of development; class, grade, content, school
- Educational Empowerment and progress towards student growth and achievement
- Needs – Such as professional development, informational, resource, and guidance
- Focus –Common Core/Regents Reform Agenda objectives

Frequency of Interaction Around Data Sources

- School Administrative team: daily debrief
- Principal debrief with district liaison(s) bi-weekly or more frequently, as necessary
- Weekly: Grade level and focus area meetings
- Bi-monthly – School Improvement Team
- Monthly: Parent, student government
- Bi-Monthly or more – staff PD; student learning opportunities
- Ongoing APPR activities, per calendar provided *Section Organizational Plan, item iv*

Manner in which results of interactions are communicated and acted upon

- Meetings – Teams (grade level, focus area, student, parent)
- Communications – daily announcements, weekly announcements, newsletters, letters home
- Visuals / demonstration (i.e., data walls, posted materials, plays)
- Surveys and feedback loops
- Clarity of value of communications – Communications acknowledged, clearly identified as source of information (i.e., in the meeting last week, in review of last weeks data, in a note I received), and direct correlation with response clearly identified
- APPR related see calendar of communications see *Section Organizational Plan, item iv*

iii.

Pre-implementation

April to August 2013 –

- District wide training of administration and teachers in APPR process, Marshall and NYSUT rubrics, evidence based observations, and activities as noted in chart *Section I.D.v.*
- School Based Training for School Leadership and School Improvement Team - Baruch College – Partner as per SIG award, training to be determined
- Mercy College – Partner, as per SIG award, training to be determined

September 2013 to August 2016

Training - School Year 2013-2014 and beyond

- **Administrators** – Ongoing training will be provided through District Offices
- **Instructional Staff** – School level Administrators will provide ongoing training
- **Partners:** Baruch College, Mercy College, Andrus Children's Center, CUNY

Responsible Parties

Certified Evaluators – School Administrators
Lead Evaluator – School Principal Certified in the evaluation process and responsible for coordination and compliance with all APPR related matters for the school

Logistics - Scheduling, Conducting, Reporting
Scheduling - School building Lead Evaluator will arrange all annual performance reviews including: Pre-Observation Conferences; Classroom Observations; Post-Observations **Conducting** • Building Administrators – Principals and Assistant Principal(s), as certified evaluators, will conduct observations and end –of-year evaluations • District Administrators – District Level Administrators certified in the evaluation process may conduct observations and conferences as deemed necessary or by request of school Principal **Reporting of Results** • To Staff – Results will be reported by school level certified evaluators to staff under review. • To District - Principal (Lead Evaluator) will communicate school results to a) District Chief Academic Officer, b) Office of Administration & Supervision, c) Office of Assessment and Reporting • To NYSED - Results reported by the Office of Assessment and Reporting

Educational Plan

The LEA/school must provide an educationally sound and comprehensive detailed educational plan for the school with a description of each of the following elements:

i. Curriculum

ELA- *Journeys Common Core,* chosen for students in K-6, is a reading and literacy program designed specifically to assist students implement the Common Core and ensure student success. The comprehension and language developed in *Journeys* reflect the Common Core's focus on students' development of independence across a range of text types of increasing difficulty. To develop this independence, *Journeys* includes instruction in skills and strategies that allow readers "to establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance" (CCSS, p. 7). This core reading program will build students' expertise in responding to text, using text to do research across a wide range of content areas, working with others to interpret and apply new knowledge, and justifying their reasoning with evidence (Templeton, 2011). *Journeys* features a wide range of classic and contemporary texts that reflect diverse cultures and ideas, giving teachers ample opportunities to expand their students' experiences and to challenge their thinking across an array of topic areas. Explicit instruction of Foundational Skills ensures mastery of basic reading and decoding skills. Exemplar Texts provided throughout each level offer rich, high-quality literature and give students the opportunity for close reading and analysis using full-length trade books. A strong scripted-out instructional plan ensures close reading of complex text.

The *Journeys* Reader's Workshop is designed to get students thinking, talking, reading, and writing about text. The *Literacy and Language Guide*, from *Journeys* consulting author Irene Fountas, breaks the reading block time into three main categories: Whole Group, Small Group, and Independent Literacy Time. *Journeys* writing instruction provides 100% coverage of the Common Core State Standards in a mini lesson format to be used during the Writer's Workshop. Mini lessons provide a focus on informative (explanatory), argumentative (opinion), and narrative writing. It includes modeled, collaborative, and independent writing opportunities for writing conferences with students and coverage of all six writing traits and the writing process. In addition to the Journeys writing component, "*Units for Teaching Writing, Grade by Grade: A Yearlong Workshop Curriculum Narrative, Informational and Persuasive Writing, Grades K-8"* by Lucy Calkins will be implemented. This curricular guide unpacks the Common

Core writing standards while providing numerous opportunities to write across the curriculum. All of which support the 5th pedagogical shift "Writing from Sources." The *Journeys Digital Gateway*, the on-line curricular component, provides students and teachers with a personalized solution for customized instruction.

Senderos, the counterpart to Journeys Common Core, is the Spanish Reading Program chosen for those students in K-6 that are enrolled in a bilingual program. Kits de Tarjetas de Enseñanza (*Instructional Card Kits*) will provide support for story retelling, high frequency and vocabulary words, and letter and word recognition. Cuadernos de Práctica (*Practice Books*) and Guías para Maestros con Respuestas (*Teacher Annotated Editions*) provide support for reading, writing, grammar, and spelling in one easy-to-use workbook. Sendero a Casa: Actividades con la Familia (*My Journey Home: Family Connection*) involves families in student learning with ideas for every day of every week, plus new material to enjoy together.

Holt McDougal Literature Common Core, chosen for students in 7th and 8th grade, is the middle school reading and literacy program designed to follow Journeys Common Core. This seven-level series of textbooks is a comprehensive resource that addresses all key points of the Common Core State Standards in English Language Arts (ELA). It is a strong balance of classic and contemporary literature and diverse informational texts that progressively develop and apply students' ELA skills. Students practice reading, writing, and speaking and listening by analyzing and producing an array of media. Language skills are addressed in every writing workshop, within each selection, and after selections to emphasize the contextualized nature of vocabulary. The Holt McDougal Literature, Common Core Edition comprehensively addresses the Standards so that all students possess strong ELA skills in diverse critical content, preparing them for college and career success.

A two year randomized control trial (RCT) on *Journeys* commenced in the Fall of 2011. It was conducted on in the K-2nd grades during the 2011-12 school year and will continue during the 2012-2013 school year in the 1st -3rd grades. The report (A Study on the Effects of Houghton Mifflin Harcourt's *Journeys* Program: Year 1 Report) rigorously evaluates the effectiveness of Journeys and its alignment to CCSS. (PRES Associates, Inc., 2012)

Math- *enVision MATH Common Core*, chosen for students in K-5, is a comprehensive mathematics program that embraces the focus and coherence called for in the CCSS. It is a focused and coherent mathematics curriculum that provides in-depth instruction on a limited number of important categories of mathematics content. The CCSS identified and organized these important categories of mathematics content standards, to which *enVision Math Common Core* is directly aligned. The grade specific critical areas further organize related content into domains, and each domain organizes related content standards into clusters. This focused and coherent curriculum makes possible in-depth student understanding, which in turn leads to higher student achievement. The big ideas in *enVision Math Common Core* support the Understanding by Design framework, a comprehensive approach to unit planning. It includes the Understanding by Design principles in the math background, topic openers, lesson overviews and lesson closures.

CPM (College Preparatory Mathematics), chosen for students in 6th- 8th grade, is a comprehensive math program that was built around three fundamental principles informed by both theory and practice. They include: 1) initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher; 2) integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea and 3) long term retention and transfer of knowledge is best

supported by spaced practice or spiraling. The CPM middle school core courses include *Making Connections: Foundations for Algebra, Courses 1 & 2, and Algebra Connections. Core Connections, Course 1* is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. *Core Connections, Course 2* is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. *Core Connections, Course 3* is the third of a three-year which helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Core Connections Algebra will be offered as an accelerated course thus meeting the objectives of the Superintendent.

ii. Instruction

Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts.

The Common Core Programs chosen for ELA and Math address the twelve shifts that the Common Core requires if we are to be truly aligned with it in terms of curricular materials and classroom instruction. Through Journeys, Senderos and the Holt McDougal series, students will participate in whole group, small group and independent literacy. The balances of informational and literary text in these series are appropriate for K-5 with a 50/50 balance and grades 6-8 with a 60/40 balance. Knowledge of the disciplines will come from students relying in the content rich non-fiction in both Social Studies and Science as well as what is read during the literacy block. The curriculum has built into all aspects of the workshop model the close read, conversations about evidence based text and the increase of transferable vocabulary. The writing component of all three programs support a focus on informative (explanatory), argumentative (opinion), and narrative writing, modeled, collaborative, and independent writing opportunities for writing conferences with students and coverage of all six writing traits and the writing process. The double literacy block will provide students and teachers additional time to "dig deeper."

In Math, the suggested accelerated traditional pathway to the Common Core State Math standards that were developed by the Common Core State Consortium will be utilized. Topics will be accelerated in both 7th and 8th grade giving students the opportunity to sit for the 8th grade Algebra Regents. In Science, 8th grade students will be following the New York State Regents Curriculum in either Earth Science or Living Environment. Due to this accelerated program, curriculum maps in 6th and 7th grade have been accelerated to include all middle years science contents and give students early exposure to students in 7th grade for either Regents exam. Therefore, 8th grade students will sit for either Earth Science or Living Environment.

Various consultants will work with teachers, parents and students. The *Guggenheim* education staff will collaborate with school-based professionals to create a multi-visit program tailored to each class and/or the school's needs. Programs will include visits by a museum educator in the classroom, students' visits at the Guggenheim Museum, and professional development for teachers. The TC (Teachers College) *Reading & Math Buddy* program is a school improvement project designed to support the development of the lowest-performing

students in 1st & 3rd grades. *Reading & Math Buddies* are graduate students who work with struggling students in public schools. The Buddies serve as catalysts for creating paradigmatic change in the schools in which they work. The graduate students who serve as Buddies come from all departments at Teachers College and spend two hours per day in schools working one-on-one with students. They are key to the creation of new knowledge about teaching and learning in their respective schools. This new knowledge contributes to leadership development & organizational learning, necessary factors for improvement of low performing organizations & public schools. This would be implemented during ELA and Math intervention periods for students in 1st and 3rd grade. *The Philipse Manor Hall State Historic Site* will provide community based educational programs for students in K-8 that align to the New York State Social Studies Standards. *The Beczak Environmental Education Center* will provide both in-class and site based workshops to our students with an interdisciplinary approach to learning that supports science, math, language arts, social studies and fine arts. *The Jacobs Burns Center* will offer several programs in established curricular areas and will aim to provide a curriculum-based, resource-rich experience through several components: technology and resource assessment; curriculum consultation; professional development for educators; student visits to the JBFC Theater and Media Arts Lab; on-site curricular and technical support.

iii. Use of Time

The school calendar will begin on September 3, 2013 and commence on July 30, 2014, totaling 197 school days. The school day will start at 7:30 a.m. and end at 4:30 p.m.. The day will consist of 8-10 periods that vary in length according to content area.

K-5 Bell Schedule	**6-8 Bell Schedule**
Period 1: 7:30-8:35	**Period 1: 7:45-8:39**
Period 2: 8:40-9:45	**Period 2: 8:43 - 9:29**
Period 3: 9:50-10:55	**Period 3: 9:33 -10:19**
Period 4: 11:00-12:05 Lunch	**Period 4: 10:23-11:09**
Period 5: 12:10-12:40	**Period 5: 11:13-11:59**
Period 6: 12:45-2:25	**Period 6: 12:03-12:49 Lunch**
Period 7: 2:30-3:35	**Period 7: 12:53-1:39**
Period 8: 3:40-4:30	**Period 8: 1:43-2:29**
	Period 9: 2:33-3:19
	Period 10: 3:23-4:23
	DISMISSAL: 4:30

Strategies for the use of instructional time that will lead to a pedagogically sound restructuring of an increased schedule include:

1. Increased learning time and instruction in core academic subjects of ELA, Math, Social Studies and Science
   - 2.0 hours daily of ELA instruction for K-8 that incorporates reading and writing instruction and intervention
   - 1.5 hours daily of mathematics instruction for K-8 that incorporates intervention
   - 1 hour daily of social studies instruction for K-5 that connects to the literacy block
   - 1 hour daily of science instruction for K-5 that connects to the literacy block and includes labs
   - 47 minutes daily of Science and Social Studies

2. Enrichment activities that will contribute to a well rounded education include
   - ½ hour daily of Gym
   - ½ hour daily of Chorus, Dance and/or Art (K-5)
   - 47 minutes daily of Gym
   - 47 minutes daily of Chorus, Dance and/or Art (6-8)
   - 1 hour daily of Enrichment 21st Century Clubs
   - Increased opportunities for teachers to collaborate, plan and engage in professional development includes 1 hour daily of congruency and/or professional development

The K-5 ELA instruction will have increased 5.0 hours per week. K-5 math instruction will have increased by 2.5 hours per week. The 6-8 ELA and Math instruction will have increased by 47 minutes daily totaling 3.9 hours a week.

iv. Data Driven Instruction refers to a teacher's use of the results from various student assessments to plan instruction (Thompson, 2010). The core idea is that assessments will be the starting point to drive instruction, versus the end point. The four principals of effective data driven instruction will become part of the culture: assessment, rigorous interim assessments; analysis, examination of results to identify the causes of both strengths and shortcomings; action, teach effectively what students most need to learn; and culture, create an environment in which data-driven instruction can survive and thrive.

Journeys Reading Program will provide students in K-8 two ELA assessments per year (January, June) to measure cumulative mid-year and yearly progress. In addition, the following assessments will be administered on a needs basis: Emerging Literacy Survey (K-1)-Diagnostic instrument to access basic reading skills; Diagnostic Assessment-Individually Administered tests that diagnose basic reading skills plus passages for reading in context; Comprehensive Screening Assessment-Group administered tests that act as in initial screening of previous year's skills (Language Arts, Phonics, and Writing, plus passages for Comprehension and Vocabulary); Weekly Assessments-Assess five essential elements. Comprehension is tied to main selection and includes cold reads; and Running Records-Fountas and Pinnell (Monthly). Additionally, the basic schedule for administration follows and can be replicated in successive years:

- District ELA Interim Assessments will be administered to students in Grades 3-8 in October 2013 and February 2014;
- Children's Progress, an adaptive and diagnostic ELA assessment, will be administered three times to students in Grades K-3 (Fall/ Winter 2013 Spring 2014);
- Baseline, Intermediate and End of the Year Writing Assessments will be administered (September 2013, January 2014 and June 2014);
- At the discretion of the school principal, D.R.A. (Diagnostic Reading Assessment) will be administered to students in K-3 in September 2013 and May 2014;
- Local Pre and Post Assessments will be administered twice annually;
  - New York State ELA Examination will be administered in April 2014.

Math Assessments include the following:

- *enVision Common Core* will provide frequent progress monitoring through placement and diagnostic tests at the beginning of the school year (September 2013), at the start of a topic, during a lesson, at the end of a lesson, at the end of a topic, after every four topics and at the end of the school year (June 2014);

- *enVision Common Core* provides RTI (Response to Intervention) in Tier 1 (on-going) Tier 2 (strategic) and Tier 3 (intensive) for every topic;
- *Core Connections* courses have access to the assessment resources for those courses via eBook version. The test banks and sample tests completed will be available by spring 2013. All courses will offer benchmark and end of unit assessments;
- District Math Interim Assessments will be administered in Grades 3-8 in October 2013 and February 2014;
- Children's Progress, an adaptive and diagnostic Math assessment, will be administered three times to students in K-3 Fall/Winter 2013 and Spring 2014;
- Local Pre and Post Assessments will be administered twice annually;
- New York State Math Examination will be administered in April 2014;
- 8th Grade students will take the New York State Regents Integrated Algebra Exam and a Science Regents in June, 2014.

Analysis of all results will take place on a regular and consistent basis for all teachers in K-8. Student and class goals will be formulated during weekly congruency meetings and professional development sessions. The teachers will plan units and lessons while aligning New York State Common Core Standards, curriculum and materials. They will orchestrate learning experiences for students while implementing on-the-spot assessments as they check for understanding. The interim assessments mentioned will be the more formal testing, most of which is quarterly and will be seen as the strategic intervention. Utilizing a variety of measures and comparing composite scores, teachers will take the data, plan improvements and identify struggling students. The summative assessments mentioned will be the high-stakes examinations that will drive the Inquiry practice in the school. These multiple and varied measures administered over an extended period of time will provide more reliable information about student learning and the impact of effective teaching. The follow through into professional development and the supports and resources provided through coaches and post secondary advisors in literacy, numeracy, and translanguaging should have significant impact on reaching goals two and three as this school turns around and insures improvement.

Teachers may engage in monthly classroom inter-visitations with colleagues to examine the best teaching practices that are part of the action plan. Data Walls will be displayed in every classroom K-8 to highlight goals and growth. The Data Walls will align with the goals created as a result of the Interim and Summative Assessments. The culture of this data-driven school will survive because all members of the school community are stakeholders.

Inquiry practice also referred to as systemic, intentional study by teachers of their classroom practices (Cochran-Smith and Lytle, 1993) will become part of the everyday culture. Teacher inquirers seek out change and reflect on their practice by: posing questions or "wonderings; " collecting data to gain insights into their wonderings; analyzing the data along with reading relevant literature; making changes in practice based on new understandings developed during inquiry sharing findings with others. The school's functional cycle will include all three phases of the Inquiry Process. **Phase I** will identify a target population of students and one specific area of academic weakness. **Phase II** will bring more students into the school's sphere of success by improving outcomes for target population students in identified areas. **Phase III** will ensure that the school continually brings more students into the sphere of success by improving decision-making processes. The Time Line follows:

- **September 2013**-Define a school-wide focus group consisting of Teachers, Administrators, and Parents

- **October 2013**-Define a target population (skill, sub-skill and students) after examining the 2013 NYS ELA/ Math results
- **October 2013**-Define the long term goal
- **November 2013**-Define learning targets and short term goals
- **November 2013**-Analyze the target population's conditions of learning and systems that produced conditions of learning
- **December 2013**-Design and implement change strategy
- **January/February 2014**-Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed
- **Launch 2nd Inquiry Team**
- **January 2014**-Define a school-wide focus group consisting of Teachers, Administrators, and Parents
- **February 2014**-Define a target population (skill, sub-skill and students) after examining the 2013 NYS ELA/ Math results
- **February 2014**-Define the long term goal
- **March 2014**-Define learning targets and short term goals
- **March 2014**-Analyze the target population's conditions of learning and systems that produced conditions of learning
- **April 2014**-Design and implement change strategy
- **May 2014**-Continue to monitor the implementation of change strategy. Add more students into the sphere. Revisit and revise as needed
- **June 2014**-Reflect on the findings of the inquiry teams and prepare for change

v. The system chosen for identifying students at-risk for academic failure will be through ASSIST: Academic Student Support and Intervention Teaming (RTI Model). It will be continued with regularity and implemented with fidelity. This includes Horizontal Teams-Intervention-Tier 1 when faculty members meet once a month in a grade level team to monitor students' progress/success in all academic classes. The objective is to identify students who may need additional support and provide appropriate intervention through ASSIST. Following that Tier 2 is activated: Signs that a student may be in need of ASSIST which includes: two or more failures on a given report card; three or more absences in a four week period; five or more lateness in a four week period; grade point average of below a 2.0 Initiation Process. After a need is indicated, use one or more of the following is put into place: a four to six week progress report; monitoring of report cards, monthly parent meetings to discuss progress referral to support staff. At the third and final level, Intervention Assistance-Tier 3, students who are at risk and cannot be successful with ASSIST, are referred to the Pupil Support Team to write an Intervention Plan bringing all stakeholders around the table including Staff, Parent and Students. The Pupil Support Team, a problem solving agent in the school, will meet weekly to find ways around roadblocks to success for any student referred to it.

According to 100.2, Academic Intervention Services (AIS) will be available to students. The ASSIST team of school-based professionals will determine the academic intervention needs of students in K-8 in both ELA and Math. The team will develop targeted strategies for assessing students, and determine methods for dealing with academic problems. Classroom teachers will monitor on an ongoing basis whether these methods are resulting in increased learning and achievement. The extended school hours/days will help ensure that AIS is implemented consistently as it is built into the daily schedule.

vi. As a partner, WJCS will continue to provide a clinical team to provide social, emotional and behavioral support. These services include assisting students, staff, and parents in general and special education settings, both within the classroom and outside of the classroom setting during the school day and through the extended day program addressing a broad range of socio-emotional and behavioral issues. Additionally, their primary focus will be to provide high quality engagement and education to families as they build M L King as a community school. The WJCS partnership will provide systemic staff development along with social-emotional learning opportunities for families.

In addition to the WJCS partnership, in order to support safe and productive learning environments, this school will engage in several evidence-based, targeted strategies to improve school climate. They include:

- Relationship Focused: Connect every student to at least one caring adult
- Establish a School Improvement Team (SIT)
- Establish School Wide Focus-Adopt community wide practices to build character and support appropriate student behavior (Food Drives, Homework Helpers etc.)
- Emphasize Resiliency: Help at-risk students use school and community-based supports to build upon their unique strengths
- ASSIST (RTI): Use diverse and increasingly intensive approaches to support students academically
- Data-Driven: Track and analyze school data that goes beyond test scores and includes perceptions of key school climate indicators
- Coordinate: Build systems to link educators, students, parents and the community (PTA, SCD, Title I Meetings)
- Promote healthy bodies, eating, fitness and weight through *Healthy Bodies*

vii. Parent and Community Engagement

The school will encourage parent/family involvement and communication to support student learning by doing the following:

1. Continue with the Parent Welcome Center to assist with the building of a support community and providing family resources and opportunities for involvement
2. Publish a monthly Newsletter to share with the community school happenings
3. Daily use of the ConnectEd system for attendance purposes
4. Weekly use of the ConnectEd system to inform and update parents and students, and to support PTA activities and school events
5. Use of scripted responses when answering telephones in all offices and schools- --Good (morning/afternoon), this is (school/department), (name) speaking. How may I help you? Addressing Parent Concerns – Full implementation of the 48-hour contact dissemination procedure
6. Send a needs assessment to parents to get their feedback on what they view as important to address
7. Extensive use of E-Chalk and a Parent and Community Webpage
8. Develop the school as a Community Service school with a building that is open to serve the community beyond the school day, operating a joint partnership with the community

agency, Westhab, providing access to health services, and offering social and educational services for families and community members

9. Ensure that parent contact information is up to date so that communication flows
10. Encourage regular use of school and classroom newsletters, web pages, blogs, and monthly calendar of events
11. Inform parents about and assist them in using online classrooms such as *echalk*
12. Offer materials in other languages for parents of English for Speakers of Other Languages (ESOL) students

The school will offer programs, events and activities related to encouraging parent involvement and engagement such as:

1. "Parents as Partners" - information and support to foster parent involvement
2. "Parent of the Month Club" – recognition of parent contributions to the school community
3. "Three for Me" Project (parents pledge to volunteer three hours per year per child)
4. Orientation day(s) before the first day of school and at back-to-school night (within the first month) to familiarize parents and children with the school setting
5. Establish a program to encourage English for Speakers of Other Languages (ESOL) parents to become involved with their child's education
6. Planning sessions with parents to help them develop strategies for supporting their child's success inside and outside of the classroom
7. IEP meetings and parent-teacher meetings that support parent and student participation
8. Create a community in which parent volunteering to read to classes, be guest speakers, chaperone events and field trips, work with students

Prior to each testing period, correspondence and presentations will be made by the Administration to parents. It will include a brief overview of each exam and the importance of passing it. After the periodic assessments are given, communication will be made to parents indicating areas of need and what supports are available to their child. Several times a semester teachers will send out progress letters to parents informing them of their child's progress. Ongoing parental workshops *are given to support the students in school through Title I services.* As per 100.11, a School-Based Planning Team will also be established. Parents, teachers and administrators will meet bi-monthly to examine educational issues, student achievement, and accountability. As per Title I, parents will be invited to participate in monthly workshops that pertain to the educational needs of students and those of the community. Surveys will be sent to all parents periodically throughout the school year to monitor the quality of workshops provided, communication, school environment, programs, events and calendars.

Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements:

i. Focus groups in each school were interviewed around their needs and those of their students. Teacher evaluations of prior professional development initiatives are reviewed. Careful review of staff observations, evaluations and walk-throughs indicate areas of need. Recommendations documented in external audit reports with regard to professional development are taken into

account. Analysis of assessment data informs the direction of instructional practice and the design of best practice training. Current research in teaching and learning provides the knowledge base for the type of programs to be presented. The expertise of administration in core area and instructional support departments is a key resource in the creation and planning of these programs. Equally important is the Superintendent's suggestion to design a turn around school that opens its doors from 7:30 a.m. to 4:30 p.m. daily thus allowing for expanded instructional periods, scheduled congruence time, and opportunities for professional development in a job embedded learning community. When presented with this concept, a school focus group considered it an excellent model for the school to implement.

ii and iii. See Attached Charts

iv. The effects of these professional development plans will be evaluated on a continuous basis. Outcomes will be monitored and subsequent modifications will be made as a result of staff feedback, evaluations, principal observations, APPR, consultant reports and/or interim and state assessment data.

Communication and Stakeholder Involvement/Engagement
The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following elements:

i. The YCSD has multiple established forums for dissemination of information which does include school status and notifications of activities such as meetings and workshops many of which are grant related. Information is made on the district and website and school web pages along with other web based resources. Daily the Chief Academic Officer hosts meetings with his department administrators, school administrators, and partners to share and explore information. Through the monthly Parent Advisory Council meetings held at Central Office from 10:30 a.m. to 12:00 p.m., information is shared district wide and then disbursed to schools throughout the district. The PTSA representatives meet monthly with Central Office and School administration representatives at different school and in the evening from 7:00 p.m. to 8:30 p.m.. The Executive Director of Administration meets monthly with school administration at Central Office during the day via conference calls or in meetings with principals in attendance. These same practices should continue to be in place during the course of the grant and the information would be shared with the M L King Community School.

Following the successful practice of the current two SIG awarded schools, there would be quarterly meetings among all stakeholders at the school site and during the school day. Central office, school administrators, partners, bargaining unit representatives, parents, and students are invited to join these sessions. During these meetings, the plan is reviewed, progress identified, and findings addressed. Twice a year every parent is afforded the opportunity of a parent teacher conference either during the school day or evening. A third opportunity to meet with faculty and administration is a new proposal for M L King. Throughout the year, Title I and ESL teachers host parent meetings and educational workshops at the school and throughout the district, during the school day, after school, and on Saturdays. Updates are provided at these meetings. Weekly the school principal meets with the school PTSA president and with the school student

government representatives where updates are provided. The new Parent Welcome Center would serve as a daily parent, family, and community center for information on the SIG plan. In addition to these systemic opportunities the M L King communicates with parents frequently, using a variety of methods:

1. Utilize a home-to-school/school-to-home communication system, using methods that work best for specific parents and teachers (mail, the phone, email, communication notebooks, face-to face meetings).
2. Ensure that parent contact information is up to date so that communication flows.
3. School and classroom newsletters, web pages, blogs, and monthly calendar of events.
4. Using online classrooms such as echalk for communication between home and school
5. Offer materials in other languages for parents of English for Speakers of Other Languages (ESOL) students.
6. Personal contact to ensure effective communication.
7. Conduct home visits by special educators and administration when necessary.
8. Offer events such as "Cake with the Counselor," "Coffee with the Principal," or "Parents and Pastries" to encourage communication between parents and school
9. Requiring parents signature on assignments insuring monitoring their child's learning.
10. Reports of progress and home follow-up for parents of students who are receiving speech, physical, or occupational therapy services.
11. Group meetings with therapists, counselors, teachers, administrators and parents, and frequent contact between case managers and parents.
12. Inform parents about and invite them to Special Education Advisory Committee Meetings.
13. Educational workshops are offered throughout the school year addressing the needs and requests of parents, families, and community members on pertinent topics such as Cultural Diversity Training.

Project Plan and Timeline

The LEA/school must provide a project plan that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan. The project plan must contain each of the following elements:

i.

Pre-Implementation Period 4/1/13-8/31/13 - Goals and Key Strategies	
Development of Instructional Leadership: 1. Development and design of leadership team 2. Development of initial Professional Learning Communities (as identified by the leadership team – examples of key PLC's are Inquiry/Data Team, Professional Development Team)	
Development of Strategic Planning 1. Identifying areas of need and developing plans/calendars for action 2. Identifying personnel strengths and assigning personnel to additional PLC's based on strength	
Development of a Results Oriented Learning Culture 1. Developing efficiency through periodic review and formalized documentation procedures 2. Identify priority data	
4/1/13 to 8/31/13	• Identification of new principal • Agreement with Bargaining Units on Gateway Positions and Extended Day • Data Analysis and Accountability Planning • Application for teaching positions and hiring of faculty • Preparation of RFP, negotiation of contracts, presentation to the Board of Education • Budget Planning including Purchasing of Materials and Supplies • Design of new school calendar and instructional schedule

ii.

Pre-Implementation Period 4/1/13-8/31/13 – Responsibility Grid	
Actions/Activities	**Accountable Person/Group**
Identification of new principal	Superintendent of Schools; Chief Academic Officer; Executive Director of Administration
Development of agreements with bargaining Units	Superintendent of Schools; Chief Academic Officer; Executive Director of Administration; YCA; YFT; PTSA
Data Analysis and Accountability Planning	Executive Director Student Information, Assessment and Reporting; Executive Director of Instructional Support; Executive Director of Special Education; Director of Language Acquisition; Director of School Improvement; New Principal
Application for teaching positions and hiring of faculty	Executive Director of Instructional Support; New Principal
RFP preparation; contract negotiation; presentation to BOE	Executive Director of Instructional Support; Director of School Improvement; New Principal
Budget Planning (i.e., Purchasing of	Director of School Improvement; Budget Analyst; New

Materials and Supplies)	Principal
Design of new school calendar and instructional schedule	Executive Director of Administration; Director of School Improvement; New Principal

iii.

Year One Implementation Period 9/1/13-8/31/14 - Goals and Key Strategies	
1) Establishing School 13 as a community oriented school that is jointly operated through a partnership between the school system and a community agency. There will be an integrated focus on academics, health and social services, youth and family community engagement which will be supported for students through extended learning time; 2) Supporting improvement in student achievement and growth through development of leadership, classroom instruction, and accountability. This goal will be met through the negotiated APPR with all bargaining units and the school district while implementing the sound practices from the MET project which incorporate the nine principles for using measures of effective teaching while providing the essential foundation for observing and evaluating instruction in a teacher centered environment; 3) Addressing the language needs through a multi-lingual educational approach which affirms the school community linguistic diversity by continuing with the current successful partnership with CUNY and application of the principals of translanguaging, the improved School 13 Community School brings authentic, hands-on experiences that have technological supports and enrichment activities to all students through cross-curricular reading, interactive opportunities utilizing online activities and extended learning 21st Century activities.	
9/1/13 to 8/31/14	• Adoption of mission and vision for the turnaround school, School 13 Community School – Communication and implications for stakeholders • Partnerships with: ANDRUS, Mercy College, CUNY Graduate Center, Baruch College • Identify strategies for supporting SWDs and ELLs • Implemented professional development plan based on calendar developed jointly by administration and staff • Implementation of Journeys, enVision math, College Preparatory Math • Develop activities for extended learning with a focus on project based assessment/UBD • Analysis and Accountability of Implementation

Built on a Logic Model the Theory of Action as it applies the individual school improvement plan includes additional detailed key strategies and is captured in this report under *Section II, School Level Plan, A.ii, School overview.*

iv. Early wins are based on research proven strategies of visible improvements within the first few weeks (or months) of school designed to build momentum and communicate change.

Early Wins: a) Physical Structure, b) Learning Time/Time Efficiency, c) Behavior
a) Improvement of Physical Structure: 1. Review and repair of structural issues with a goal of quick improvement to the physical structure 2. Enhance internal environment with attractive displays of student work updated at least monthly (i.e., art work, paintings, murals, music, videos, plays, digital creations) 3. School improvement committee to focus on revitalization of school through visible evidence of clean, attractive, stimulating environment; development of model classrooms
b) Learning Time / Efficiency 1. Streamlined process to access and distribute resources 2. Well organized classroom spaces free of clutter, clearly identified learning centers, common strategy charts throughout the school 3. Streamlined arrival and dismissal procedures to increase instructional time
c) Behavior 1. High visibility of staff throughout the school – during class changes, before and after school 2. Highly visible consistent schoolwide positive student behavior plan 3. Schoolwide practices for manifesting positive environment (e.g., greeter students, public acknowledgement of positive behaviors, caring/charitable events during strategic times throughout the school year 4. Parent, family, and community use of the Welcome Center

v.

LEADING INDICATORS OF SUCCESS
Improved Instructional Quality; High Positive Levels of School Participation; Positive School Culture Focus indicator Year 1: A 10% decrease in the number of students scoring at Level 1 and 2 on the ELA and math exam, 10% increase in the number of students scoring at Level 3 and 4 on the ELA and math exam with heightened emphasis on school sub-groups (Students with Disabilities and English Language Learners) a) Short-cycle progress monitoring in ELA and math using identified intervention assessments b) Collaborative planning of grade level team to problem-solve and brainstorm focus efforts to support increased student achievement; documentation of same c) Evidence and demonstration of one or more grade wide project based learning opportunities Focus indicator Year 1: A 10% increase in attendance at school based events by parents/guardians, at least 4 Shared Decision Making meetings held throughout the school year with representation by the required groups (parents, students in grade 4 or higher) Focus indicator Year 1: A 5% decrease in the number of students who receive an Out of School Suspension or In School Suspension/Intervention, a 50% decrease in the number of students who are referred to the office for administrative intervention

What	How collected	Who will analyze & Reporting Protocol
Monthly progress monitoring data	• In class assessment data ELA/Math • Progress monitoring data for targeted skills • Open ended student work to assess multiple content sub-strands • Student attendance data	Analysis: Leadership Committee, Inquiry/Data PLC Reporting: 1) PLC meeting minutes, 2) Progress monitoring data sheets, achievement using prescribed NYS open rubrics for ELA and Math, 3) eSchool (student attendance repository) student attendance reports
Teacher, Staff, and Parent communication and satisfaction levels	• Meeting Agendas • PTA meetings - monthly • Suggestion boxes • Staff attendance data • Quarterly school Newsletter • Usage log for the Welcome Center	Analysis: Leadership Committee, Shared Decision Making Committee, Administration Reporting: 1) Attendance sheets for workshops and PTA meetings, 2) Suggestion box data recording, 3) Tracking staff attendance
Positive School Culture	• Tracking suspensions by offense code in eSchool • Required use of Teacher Removal Form with documented parent outreach and interventions	Analysis: Administrative Team, Leadership Committee, RtI/PBIS PLC Reporting: 1) Monthly analysis of incidents by code in eSchool, 2) RtI/PLC meeting notes to track interventions, 3) Monthly analysis of Teacher Removal Forms with associated data
Reporting: How / To Whom / Action		
Building level: Data collected reported to Principal District level: Principal reports to Executive Director of School Administration, Executive Director of Instructional Support, School Improvement Director, relevant Administrative representatives Action: Data gathered used to inform and revise project design		

vi.

Year-Two and Year-Three Goals and Key Strategies
Ongoing school improvement planning and development: Instructional Leadership; Strategic Plan Realignment and Refinement; Support of Results Oriented Learning Culture
• Daily oversight of School 13 Community School • Analysis of year 1, refinement and realignment of plan • Implementation of SIG Plan and Goals, updated as necessary • Instructional Support, Training, and Professional Development • Analysis and Accountability of Implementation • Identification of Instructional Focus Indicators and Adjustment of Targets: Year 2 & Year 3

SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools shall be appointed by a majority vote of the Board of Education in accordance with a mutually agreed upon written agreement containing the provisions of employment and a specified length of service.

The Superintendent shall be the chief executive officer of the Board and will have a seat on the Board of Education with the right to speak and advise on all matters before the Board, but not to vote.

The Superintendent shall:

- be directly responsible to the Board for the execution of Board policy and for the faithful and efficient observance of its rules throughout the school system;
- have charge and control of all departments and employees of the district and authority to make rules and regulations for the conduct of the work, the control and management of district property and in meeting the educational mission of the Board;
- have supervision and direction over the enforcement and observance of the instructional program, the evaluation and promotion of students, and implementation of a course of study to meet the requirements established by the State of New York;
- be responsible for the financial management of the district and shall prepare and develop the annual budget for adoption by the Board and have charge and control of all purchases and expenditures of funds in accordance with state and municipal law and Board policy;
- transmit written or verbal reports on the status of the public schools in general or on a specific program or activity as necessary, required or requested as frequently as possible and upon request from the Board; and
- enforce all provisions of law and all mandated rules and regulations relating to the management of the schools and other educational, social and recreational activities or programs under the jurisdiction of the Board.

Ref: Education Law §2565; 2566

Adoption date: May 8, 2007

YONKERS PUBLIC SCHOOLS

Achieving Excellence Together

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Yonkers, New York 10701
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Bernard P. Pierorazio
Superintendent of Schools

Louis Constantino
Chief Academic Officer

Amanda Curley
Executive Director
Instructional Support

January 11, 2013

New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Sirs:

As Superintendent of the Yonkers City School District, I submit this letter of intent to apply for the School Improvement Grant (SIG) RFP: TA11. It is our goal to initiate a turnaround model at Martin Luther King Jr. School for the 2013-2014 school year. We look forward to being granted this opportunity.

Sincerely,

Bernard P. Pierorazio

cc: L. Constantino
V. McPartlan
A. Curley
E. Shine
C. Jarufe

Yonkers City School District
School Improvement Grant 2013-2016
Martin Luther King Jr. School

The following chart captures the other sources of income that will support and sustain the whole-school change for Martin Luther King Jr. School			
OTHER SOURCES OF INCOME			
Local Funds	Local	$	5,284,570
Project Character	Federal	$	34,000
Title I, Part A	Federal	$	167,783
Title II, Part A	Federal	$	10,000
Title III, LEP	Federal	$	13,902
Title III, Immigrant	Federal	$	4,961
IDEA, Section 611	Federal	$	80,548
Race To the Top	ARRA	$	30,000
Virtual Advanced Placement	ARRA	$	33,000
Contract for Excellence	State	$	177,774
Health Services Grant	State	$	102,121
Universal Pre-Kindergarten (UPK)	State	$	136,558
21st Century	State	$	179,456
Systemic Support Grant	State	$	86,000
Total:		$	6,340,673

Yonkers Public Schools

Martin Luther King, Jr. School

Anticipated Full-Time Position
Effective September 2013
(Position contingent on budget and enrollment)

Position: Teacher **Gateway Position**

Location: Martin Luther King

Role Description:

The Martin Luther King School's philosophy centers around the STEAM areas (Science, Technology, Engineering, Arts, Mathematics). The ML King School will provide students with opportunities to use leading edge digital technologies and green- building design to produce practicable solutions to community problems. The school will foster project and inquiry-based learning activities using the fundamentals of the arts, technology and engineering concepts and prepare students for career pathways in emerging STEAM fields through mentoring and apprenticeships. Students will demonstrate how their inventiveness and products can achieve environmentally innovative means to a community's ends. Using digital fabrication machines and the technologies of the workplace and colleges, students will transform these abstract innovations into tangible and sustainable solutions.

- Teacher will subscribe to the STEAM academy philosophy of the school
- Teachers will use various instructional strategies, differentiate learning, infuse higher level thinking questions, and inquiry based learning
- Teachers will use standards, including New York State and Common Core learning standards
- Teachers will possess knowledge of and ability to use rubrics as an assessment and growth tool
- Teachers will use data as a tool to drive instruction. This includes knowledge in the collection, analysis, recording and sharing of data to support the learning process of each individual students
- Teachers will infuse technology as a classroom demonstration tool, learning tool, research tool, and an assessment tool.
- Teachers will utilize the eChalk online system as a tool to promote online communication and collaboration. Teacher will utilize email as well as class pages to post information about class events and homework.
- Teachers will develop learning experiences that are student focused and student led.
- Teachers will collaborate, plan, engage and/or facilitate professional development within and across grades and subjects
- Teachers will engage in extended learning time via additional time for instruction in core academic subject areas and enrichment activities, 7:30am – 4:30pm, September 1, 2013 – July 31, 2014.
- Teachers will incorporate the ideas, principles, and strategies of Understanding by Design.
- Teachers will partner with the following providers to support the academic, social and physical needs of the students.
  - Mercy College
  - Westchester Jewish Community Services (WJCS)
  - Baruch College, School of Public Affairs

Certification: New York Certification in appropriate area of instruction

Gateway Qualifications

- Masters Degree with at least 3 years experience
- Teachers will meet Professional Development benchmarks and requirements which include attendance requirements. In addition, teachers will be expected to infuse strategies learned in PD workshops into their lessons.
- Teachers will use data effectively to drive instructional practices and participate in data symposiums where all teacher data will be shared. In addition, all teachers will be expected to maintain a Data wall in their classrooms.
- Teachers will incorporate formative, performance and summative assessments into classroom design
- Teachers will use varied research based practices that infuse technology, data, and differentiation.
- Teachers will integrate technology into classroom instruction as a tool for modeling, skills development, research, etc for student learning in all curriculum areas
- Teachers instructional day will begin at 7:30am and conclude at 4:30pm. The school year will begin for teachers and students on September 1, 2013 and conclude on July 31, 2014.
- Teachers will work collaboratively with partners to provide additional supports to students.

Comments: Interviews will be held by interview committee consisting of Principal, Assistant Principal, and central office administration.

Application: Candidates interested to apply for this position must submit a letter of application, including background, experience and interest in this Community School Model. In addition, please submit an updated resume. All applications must be returned to the Personnel/Human Resources Department.

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-

Yonkers City School District
School Improvement Grant *2013-2016*
Section I, D. District Training Events

v.

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Workshops offered during pre-implementation period, April through August 2013			
Personalized Learning Initiative, Admin and Teachers	Departments of Assessment and Evaluation and Instructional Support, Office of Instructional Technology	To design personalized learning plans for students through increased use of technology, to improve technology applications and understanding of formative assessments	Achievement gains on student data performance collected through formative assessments, identification of measurable procedures, Annual Performance Report for RTTT, classroom observations of teaching practice as noted on annual evaluation
Thematic Essay Writing, Admin and Teachers	Department of Instructional Support, Office of Social Studies	To increased understanding of instruction in writing and student performance	Achievement gains on student data performance collected through formative assessments, identification of measurable procedures, classroom observations of teaching practice as noted on annual evaluation
Evidence Based Observations, Admin and Teachers	Consultants: CSSR, PACE University, Department of Administration	To provide understanding of observation and evaluation measures, to improve instructional practice	Surveys of participants, analysis of understanding as identified by providers, observations of administrators and instructional practice as noted on annual evaluations.
Establishing the Writing Workshop, Admin and Teachers	Department of Instructional Support, Office of Literacy	To create writing workshops for the classroom, to improve student informative writing	Evidence of classroom writing centers, improved student performance on assessments, observations of teaching practice as noted on annual evaluation
Ongoing Workshops offered during implementation period, September 2013 through August 2014			
Monthly ALL Seminars, Teachers	Department of Administration and College Partners	To increase cadre of skilled leaders	Surveys of teachers, observations of providers, annual report to the superintendent
Monthly Department Rep and Liaison Trainings, Teachers	Department of Instructional Support	To unpack the CCLS in all curriculum areas including ELA, math, science, social studies, instructional technology, library services, and	School based teacher surveys, increased use of data bases, achievement gains on formative and summative assessments, observations of

Yonkers City School District
School Improvement Grant *2013-2016*
Section I, D. District Training Events

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
		teachers of ELLs, SWD, Title I students, identify curriculum supports, monitor curriculum mapping, design action plans that increase integration of the CCLS including increased understanding of process and procedures	teaching practice reflecting CCLS
Envision training, Admin and Teachers	Department of Instructional Support, Office of Mathematics	To introduce the K-3 curriculum, to establish connections with the CCLS	Student achievement gains on local assessments, observations of teaching practice reflecting Envisions Math
Scoring NYS Assessments, Admin and Teachers	Departments of Assessment and Evaluation and Instructional Support	To apply understanding of scoring rubrics to student work, to improve application of information from assessments to classroom instruction	School wide implementation of rubric training, parallel tasks replicated in classrooms, teacher and student surveys, observations of teaching practice as noted on annual evaluation
Summer Learning Labs, Teachers	Department of Instructional Support, Teachers' College	To learn how to instruct a blended instructional practice integrating literacy and numeracy with instructional technology	Student learning as captured through surveys, teacher surveys and reports, classroom observations, summary report of all activities provided by Teacher's College

Yonkers City School District
Theory of Action for Martin Luther King based on a Logic Model
Section II, School Level Plan, A.ii, School Overview
Section II, K.iii, Project Plan and Timeline

If (Goal)	Then (Outcome)	How (Strategy)
There is a need to provide multi-faceted services for student well-being	Partners that can support personal welfare must be identified and included into the organizational structure	Wraparound Community School partnering with ANDRUS to provide social/emotional/welfare supports
Improvement is needed in the area of student achievement across grades and content areas	The school organizational structure must include a collaboration component between leaders and teachers in periodic evaluation of the teaching and learning process	Implementation of the practices identified by MET for connecting observation, evaluation, and improvement of the instructional cycle
Improvement is needed in the area of student achievement across grades and content areas	More instructional time is needed where students learn from teachers and teachers learn from teachers	Collaboration with CUNY Graduate Center for Professional Development that addresses the needs of English Language Learners, extended learning day for students and teachers
Data indicates the current school is characterized by lack of academic rigor, low student engagement, and varied expectations	A school system for professional development must be established to support the individual growth of the teachers	Establish a Professional Development PLC with short and long term goals focused on deepening content and pedagogical knowledge, utilize collaborative peer coaching to celebrate promising areas of instruction as well as modeling for teachers requiring more support
The former school benefitted from an instructional theme surrounding techno logy and computers	A revival of this learning theme may address engagement and rigor concerns	Establishing a Science, Technology, Engineering, Arts, and Math (STEAM) instructional theme to help students become creative, innovative thinkers maximizing the potential for learning
The Martin Luther King School community needs a total school program that addresses academic, social, emotional, and welfare issues	A school model must be selected that incorporates all of these areas and allows parents/guardians to view the MLK School as a multi-faceted resource	Turnaround school replacing the principal and at least half of the staff, replacing the school model with a Science, Technology, Engineering, Arts, and Math (STEAM) instructional theme to increase academic rigor, strategic partnership with Westchester Jewish Community Services (WJCS) for student

Yonkers City School District
Theory of Action for Martin Luther King based on a Logic Model
Section II, School Level Plan, A.ii, School Overview
Section II, K.iii, Project Plan and Timeline

		welfare supports, partnership with Youth Theater Interactions addressing the "Arts" component of STEAM
The school needs leadership that subscribes to high expectations, distributive leadership practices, and life-long learning	The current leadership will be changed and a new leadership team, including support staff personnel, must be selected based on rigorous standards	Selection process that includes identifying leadership candidates that demonstrate effectiveness in the approved APPR competencies, willingness to participate in university programs to enhance leadership, and leadership styles founded on building capacity
Student achievement needs to increase in all areas	Provide the school with instructional and support staff who utilize current research in their instructional delivery and the total school program	Gateway positions for pedagogical staff requiring use and understanding of: data driven instruction; project and inquiry-based learning; integrating science, technology, engineering, arts, and mathematics into a cohesive curriculum
ML King School seeks to create a learner centered environment for students, teachers, and administrative staff	Academic coaches will be employed to model best practices, understanding of standards, and data driven instruction	Instructional coaches for the core content areas will be selected through Gateway postings, professional development for these coaches will be provided by Mercy College addressing understanding of standards, techniques for modeling/demonstration lessons, and collaborative peer coaching
Teachers and leaders are to develop a total school system that ensures sustainability	The school leader will develop a collaborative organizational structure of improvement	Partnership with Baruch College (CUNY) in use of Scaffolded Apprenticeship Model (SAM) to build Professional Learning Communities (PLC's) that formalize and sustain school systems
The student population at ML King school is 48% Black/African American, 47% Hispanic/Latino, with a Free & Reduced Lunch	The staff at this school must be keenly aware of the needs and dynamics of the students and how to address specific needs	Partnership with the Yonkers Youth Theater Interactions to enhance performing arts as a component of STEAM; the

Yonkers City School District
Theory of Action for Martin Luther King based on a Logic Model
Section II, School Level Plan, A.ii, School Overview
Section II, K.iii, Project Plan and Timeline

Rate of 78%		program instructs students in various cultural and historic forms of dance thereby addressing application, relevance, and an enhancement for STEM activities
Students need systemic social/emotional supports to remove barriers to academic achievement	School personnel must differentiate learning and approach styles to that student areas of strength are showcased and areas for growth are addressed with positive interventions	Partnership with Westchester Jewish Community Services (WJCS)to link school staff and parents with critical supports in areas of social/emotional needs
Clear lines of communication need to be established between administration, teachers, and supplemental outside providers	The leadership team must strategically divide management tasks for efficiency	Principal to serve as the leader developing mission and vision for the school, he/she will delegate management tasks and observation duties equitably to build capacity, the assistant principal will be the designated leader managing the RtI program and all associated components (includes maintaining communication lines with outside service providers housed in the school building)
Students are to be engaged in an instructional program that is differentiated for advanced, average, and below average academic levels	A block program for ELA and mathematics must be implemented allowing for integration of other core areas (social studies, science, and arts)	120 minute learning blocks for ELA and 90 minute mathematics using the principles of Balanced Literacy (Reader's and Writer's Workshop) and Balanced Mathematics; the last 30 minutes of each block will be used for intensive intervention (students more than 1 grade level below the standards) and enrichment (students exceeding grade level standards)
Ensure level of instruction is consistently rigorous throughout the school	Teachers and leaders must collaborate on a purposeful plan for Professional Development	The principal will work under the Scaffolded Apprenticeship Model (SAM) to develop PLC's that focus on specific areas of need (e.g., standards based instruction, data collection and analysis, modeling effective

Yonkers City School District
Theory of Action for Martin Luther King based on a Logic Model
Section II, School Level Plan, A.ii, School Overview
Section II, K.iii, Project Plan and Timeline

		practices)
Parents have more access to faculty and administrators	They will be more likely to view the school as a positive hub that is invested in student success	Providing parents/guardians with scheduling request forms at the security desk, access to school information via an eChalk website and teacher pages and other resources as outlined in narrative
The school needs to monitor the progress of all activities taking place throughout the summer, school year, after school programs, and during professional development	A strategic calendar for executing the plan including timelines must be established	Project plan and outline as documented in section IIk. Review of progress of Theory of Action based on measurable outcomes.

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name Steven E. Murphy	1/24/13	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name PAT PULEO		
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Type or print name Danielle Eaton	1/23/13	

Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	Min	///////	70,200	70,200	100,170	100,170	100,170
b. Student participation in State ELA assessment	%	99%	99%	99.1%	100%	100%	100%
c. Student participation in State Math assessment	%	99%	99%	99.7%	100%	100%	100%
d. Drop-out rate	%	///////	0.23%	0%	0%	0%	0%
e. Student average daily attendance	%	///////	93.2%	91%	94%	97%	100%
f. Student completion of advanced coursework (% passing Int Algebra Regents, % passing Science Regents in 8th Grade in P-8 Buildings)	N/A	///////	68% (Math), 73% (Science)	45% (Math), 31% (Science)	60% (Math), 50% (Science)	70% (Math), 65% (Science)	75% (Math), 75% (Science)
g. Suspension rate	%	///////	9.6%	21.8%	13%	7.8%	4.7%
h. Number of discipline referrals /incident reports	Num	///////	117	303	151	75	37
i. Truancy rate	%	///////	3.9%	7.1%	5.6%	4.4%	3.5%
j. Teacher attendance rate	%	///////	93.2%	92.5%	94%	96%	98%
k. Teachers rated as "effective" and "highly effective"	%	///////	98%	100%	100%	100%	100%
l. Hours of professional development to improve teacher performance	Num Hrs.	///////	22	33	40	45	50
m. Hours of professional development to improve leadership and governance	Num Hrs.	///////	15	15	20	25	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num Hrs.	///////	30	12	20	25	30
II. Academic Indicators							
o. ELA performance index	PI	144*	123*	100*	110	121	133
p. Math performance index	PI	157*	125*	111*	122	134	147
q. Student scoring "proficient" or higher on ELA assessment	%	55.1%	40.7%	23.2%	34%	44%	54%
r. Students scoring "proficient" or higher on Math assessment	%	64.8%	46.8%	34.1%	39%	49%	59%
s. Average SAT score	Score	N/A	///////	///////	///////	///////	///////
t. Students taking PSAT	Num						
u. Students receiving Regents diploma with advanced designation	%	N/A	///////	///////	///////	///////	///////
v. High school graduation rate	%	N/A	///////	///////	///////	///////	///////
w. Ninth graders being retained	%	N/A	///////	///////	///////	///////	///////
x. High school graduates accepted into two or four year colleges	%	N/A	///////	///////	///////	///////	///////

MLK

Data Key:

*= 2010-2011 Data from NY State School Report Card, which is the most recent published data

Attachment C

Evidence of Partner Effectiveness Chart

Martin Luther King School

Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Baruch College, School of Public Affairs - The Scaffolded Apprenticeship Model (SAM). at MLK this program will directly address the need to create a pool of capable, certified, school leaders. Ultimately, this approach to leadership development creates a critical mass of change agents at every level within this school, each accountable for advancing the work of improving instruction and student outcomes while developing a viable succession pipeline for staff.	1.Bayside High School 2.HS for Youth and Community Dev. At Erasmus 3.. Brooklyn Bridge Academy	1. Michael Athy, Principal – 718-229-7600 2. Pamela Washington, Principal – 718-564-2470 3 Max Jean Paul, Principal – 718-968-1689
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Mercy College - through the Graduate School of Education at Mercy College the college professors will provide professional development and research-based literacy and numeracy expertise for the coaches and teachers in MLK.	1.Foxfire School 2. Yonkers Middle High School 3.Saunders Hill School 4. Yonkers Public Schools – Central Office	1. Dr. Don Solimene – Principal – 914-376-8563 2. Jane Wermuth – Principal – 914-376-8191 3. Steve Mazzola – Principal – 914-376-8150 4. Amanda Curley – Executive Director Instructional Support – 914-376-8068
Partner Organization **Name and Contact Information** **Partner Organization** **Name and Contact Information and description of type of service**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)

provided.	partner-services.	
Yonkers Theatre Interactions, Inc. **YTI** will provide the Martin Luther King students with an after-school performing arts program. YTI offers a full range of performing arts programs that address all levels beginners – advance; multiple disciplines, e.g. drama, photography, vocal, dance, instrumental; and all cultures. The courses are taught by trained professionals and recognized artists.	1. Yonkers Middle High School 2. Saunders High School 3. Sarah Lawrence College 4. Peekskill Middle School	1. Jane Wermuth, Principal – 914-376-8191 2. Steve Mazzola – Principal – 914-376-8150 3. Shirley Kaplan – Director of Theater Outreach, 914-337-0700 4. Naima Smith-Moore, Administrator, 914-737-3542
Partner Organization **Name and Contact Information and description of type of service provided.**	**Schools the partner has successfully supported in the last three years** (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	**References / Contracts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Westchester Jewish Community Services (WJCS) - NYS Guidelines for Social, Mental, and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through WJCS. A comprehensive team of WJCS professionals will connect **Martin Luther King** students and families to a wide range of clinical and community-based mental health, counseling and specialty programs, home health care services, learning programs and services for people with developmental disabilities.	1. Eugenio Maria deHostos MicroSociety School 2. Cross Hill Academy 3. Woodside Elementary School 4. Yonkers Public Schools – Central Office	1. Elda Perez-Mejia – Principal – 914-376-8430 2.Mike Walpole – Principal – 914-376-8300 3.Staci Woodley, Principal, 914-739-0093 4.Amanda Curley – Executive Director Instructional Support – 914-376-8068

Westchester Jewish Community Services

Hostos

ELA 3-8 Results, 2006 - 2012

Grade by Year

All

Hostos			ELA Performance Level				ELA Proficiency Status		
			1	2	3	4	Below Standard	At/Above Standard	All
3	2006	Number	2	11	9	1	13	10	23
		Percent	8.7	47.8	39.1	4.3	56.5	43.5	100.0
	2007	Number	8	16	20	none	24	20	44
		Percent	18.2	36.4	45.5	none	54.5	45.5	100.0
	2008	Number	1	20	27	none	21	27	48
		Percent	2.1	41.7	56.3	none	43.8	56.3	100.0
	2009	Number	5	19	32	none	24	32	56
		Percent	8.9	33.9	57.1	none	42.9	57.1	100.0
	2010	Number	13	22	13	3	35	16	51
		Percent	25.5	43.1	25.5	5.9	68.6	31.4	100.0
	2011	Number	19	26	28	1	45	29	74
		Percent	25.7	35.1	37.8	1.4	60.8	39.2	100.0
	2012	Number	20	21	22	none	41	22	63
		Percent	31.7	33.3	34.9	none	65.1	34.9	100.0
4	2006	Number	none	12	12	1	12	13	25
		Percent	none	48.0	48.0	4.0	48.0	52.0	100.0
	2007	Number	14	16	15	1	30	16	46
		Percent	30.4	34.8	32.6	2.2	65.2	34.8	100.0
	2008	Number	7	11	23	2	18	25	43
		Percent	16.3	25.6	53.5	4.7	41.9	58.1	100.0
	2009	Number	3	18	29	none	21	29	50
		Percent	6.0	36.0	58.0	none	42.0	58.0	100.0
	2010	Number	11	32	14	1	43	15	58
		Percent	19.0	55.2	24.1	1.7	74.1	25.9	100.0
	2011	Number	9	28	9	none	37	9	46
		Percent	19.6	60.9	19.6	none	80.4	19.6	100.0
	2012	Number	17	36	19	none	53	19	72
		Percent	23.6	50.0	26.4	none	73.6	26.4	100.0

(Continued)

YONKERS PUBLIC SCHOOLS

Hostos

ELA 3-8 Results, 2006 - 2012

Grade by Year

All

Hostos			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
5	2006	Number	4	19	29	3	23	32	55
		Percent	7.3	34.5	52.7	5.5	41.8	58.2	100.0
	2007	Number	6	20	24	1	26	25	51
		Percent	11.8	39.2	47.1	2.0	51.0	49.0	100.0
	2008	Number	4	14	24	none	18	24	42
		Percent	9.5	33.3	57.1	none	42.9	57.1	100.0
	2009	Number	3	11	24	2	14	26	40
		Percent	7.5	27.5	60.0	5.0	35.0	65.0	100.0
	2010	Number	13	21	13	3	34	16	50
		Percent	26.0	42.0	26.0	6.0	68.0	32.0	100.0
	2011	Number	16	25	16	none	41	16	57
		Percent	28.1	43.9	28.1	none	71.9	28.1	100.0
	2012	Number	7	23	12	none	30	12	42
		Percent	16.7	54.8	28.6	none	71.4	28.6	100.0
6	2011	Number	12	24	13	none	36	13	49
		Percent	24.5	49.0	26.5	none	73.5	26.5	100.0
	2012	Number	10	26	18	none	36	18	54
		Percent	18.5	48.1	33.3	none	66.7	33.3	100.0
All	2006	Number	6	42	50	5	48	55	103
		Percent	5.8	40.8	48.5	4.9	46.6	53.4	100.0
	2007	Number	28	52	59	2	80	61	141
		Percent	19.9	36.9	41.8	1.4	56.7	43.3	100.0
	2008	Number	12	45	74	2	57	76	133
		Percent	9.0	33.8	55.6	1.5	42.9	57.1	100.0
	2009	Number	11	48	85	2	59	87	146
		Percent	7.5	32.9	58.2	1.4	40.4	59.6	100.0
	2010	Number	37	75	40	7	112	47	159
		Percent	23.3	47.2	25.2	4.4	70.4	29.6	100.0

(Continued)

Hostos

ELA 3-8 Results, 2006 - 2012

Grade by Year

All

Hostos			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
All	2011	Number	56	103	66	1	159	67	226
		Percent	24.8	45.6	29.2	0.4	70.4	29.6	100.0
	2012	Number	54	106	71	none	160	71	231
		Percent	23.4	45.9	30.7	none	69.3	30.7	100.0

Districtwide

ELA 3-8 Results, 2006 - 2012

Grade by Year

Districtwide			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
3	2006	Number	155	423	812	66	578	878	1456
		Percent	10.6	29.1	55.8	4.5	39.7	60.3	100.0
	2007	Number	216	537	851	91	753	942	1695
		Percent	12.7	31.7	50.2	5.4	44.4	55.6	100.0
	2008	Number	152	552	895	133	704	1028	1732
		Percent	8.8	31.9	51.7	7.7	40.6	59.4	100.0
	2009	Number	121	400	1093	130	521	1223	1744
		Percent	6.9	22.9	62.7	7.5	29.9	70.1	100.0
	2010	Number	359	690	617	215	1049	832	1881
		Percent	19.1	36.7	32.8	11.4	55.8	44.2	100.0
	2011	Number	350	688	757	45	1038	802	1840
		Percent	19.0	37.4	41.1	2.4	56.4	43.6	100.0
	2012	Number	386	638	760	55	1024	815	1839
		Percent	21.0	34.7	41.3	3.0	55.7	44.3	100.0
4	2006	Number	135	294	797	179	429	976	1405
		Percent	9.6	20.9	56.7	12.7	30.5	69.5	100.0
	2007	Number	225	538	849	85	763	934	1697
		Percent	13.3	31.7	50.0	5.0	45.0	55.0	100.0
	2008	Number	159	438	961	110	597	1071	1668
		Percent	9.5	26.3	57.6	6.6	35.8	64.2	100.0
	2009	Number	97	462	1092	71	559	1163	1722
		Percent	5.6	26.8	63.4	4.1	32.5	67.5	100.0
	2010	Number	234	750	746	64	984	810	1794
		Percent	13.0	41.8	41.6	3.6	54.8	45.2	100.0
	2011	Number	252	832	789	12	1084	801	1885
		Percent	13.4	44.1	41.9	0.6	57.5	42.5	100.0
	2012	Number	316	744	773	11	1060	784	1844
		Percent	17.1	40.3	41.9	0.6	57.5	42.5	100.0

(Continued)

Districtwide

ELA 3-8 Results, 2006 - 2012

Grade by Year

Districtwide			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
5	2006	Number	115	467	870	185	582	1055	1637
		Percent	7.0	28.5	53.1	11.3	35.6	64.4	100.0
	2007	Number	165	634	806	42	799	848	1647
		Percent	10.0	38.5	48.9	2.6	48.5	51.5	100.0
	2008	Number	56	490	1066	41	546	1107	1653
		Percent	3.4	29.6	64.5	2.5	33.0	67.0	100.0
	2009	Number	15	438	1086	128	453	1214	1667
		Percent	0.9	26.3	65.1	7.7	27.2	72.8	100.0
	2010	Number	303	775	554	124	1078	678	1756
		Percent	17.3	44.1	31.5	7.1	61.4	38.6	100.0
	2011	Number	310	759	688	44	1069	732	1801
		Percent	17.2	42.1	38.2	2.4	59.4	40.6	100.0
	2012	Number	320	644	855	54	964	909	1873
		Percent	17.1	34.4	45.6	2.9	51.5	48.5	100.0
6	2006	Number	207	726	672	92	933	764	1697
		Percent	12.2	42.8	39.6	5.4	55.0	45.0	100.0
	2007	Number	71	898	717	64	969	781	1750
		Percent	4.1	51.3	41.0	3.7	55.4	44.6	100.0
	2008	Number	52	730	838	31	782	869	1651
		Percent	3.1	44.2	50.8	1.9	47.4	52.6	100.0
	2009	Number	3	571	1019	64	574	1083	1657
		Percent	0.2	34.5	61.5	3.9	34.6	65.4	100.0
	2010	Number	284	709	666	62	993	728	1721
		Percent	16.5	41.2	38.7	3.6	57.7	42.3	100.0
	2011	Number	313	727	727	21	1040	748	1788
		Percent	17.5	40.7	40.7	1.2	58.2	41.8	100.0
	2012	Number	280	708	812	12	988	824	1812
		Percent	15.5	39.1	44.8	0.7	54.5	45.5	100.0

(Continued)

Districtwide

ELA 3-8 Results, 2006 - 2012

Grade by Year

Districtwide			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
7	2006	Number	245	862	615	42	1107	657	1764
		Percent	13.9	48.9	34.9	2.4	62.8	37.2	100.0
	2007	Number	203	855	653	26	1058	679	1737
		Percent	11.7	49.2	37.6	1.5	60.9	39.1	100.0
	2008	Number	37	787	915	14	824	929	1753
		Percent	2.1	44.9	52.2	0.8	47.0	53.0	100.0
	2009	Number	9	590	1043	39	599	1082	1681
		Percent	0.5	35.1	62.0	2.3	35.6	64.4	100.0
	2010	Number	289	842	502	73	1131	575	1706
		Percent	16.9	49.4	29.4	4.3	66.3	33.7	100.0
	2011	Number	275	923	513	13	1198	526	1724
		Percent	16.0	53.5	29.8	0.8	69.5	30.5	100.0
	2012	Number	257	1000	497	10	1257	507	1764
		Percent	14.6	56.7	28.2	0.6	71.3	28.7	100.0
8	2006	Number	270	827	495	16	1097	511	1608
		Percent	16.8	51.4	30.8	1.0	68.2	31.8	100.0
	2007	Number	198	961	599	27	1159	626	1785
		Percent	11.1	53.8	33.6	1.5	64.9	35.1	100.0
	2008	Number	167	897	602	42	1064	644	1708
		Percent	9.8	52.5	35.2	2.5	62.3	37.7	100.0
	2009	Number	52	774	820	21	826	841	1667
		Percent	3.1	46.4	49.2	1.3	49.6	50.4	100.0
	2010	Number	264	900	462	33	1164	495	1659
		Percent	15.9	54.2	27.8	2.0	70.2	29.8	100.0
	2011	Number	262	1011	457	5	1273	462	1735
		Percent	15.1	58.3	26.3	0.3	73.4	26.6	100.0
	2012	Number	203	944	575	14	1147	589	1736
		Percent	11.7	54.4	33.1	0.8	66.1	33.9	100.0

(Continued)

Districtwide

ELA 3-8 Results, 2006 - 2012

Grade by Year

Districtwide			ELA Performance Level				ELA Proficiency Status		
			1	2	3	4	Below Standard	At/Above Standard	All
All	2006	Number	1127	3599	4261	580	4726	4841	9567
		Percent	11.8	37.6	44.5	6.1	49.4	50.6	100.0
	2007	Number	1078	4423	4475	335	5501	4810	10311
		Percent	10.5	42.9	43.4	3.2	53.4	46.6	100.0
	2008	Number	623	3894	5277	371	4517	5648	10165
		Percent	6.1	38.3	51.9	3.6	44.4	55.6	100.0
	2009	Number	297	3235	6153	453	3532	6606	10138
		Percent	2.9	31.9	60.7	4.5	34.8	65.2	100.0
	2010	Number	1733	4666	3547	571	6399	4118	10517
		Percent	16.5	44.4	33.7	5.4	60.8	39.2	100.0
	2011	Number	1762	4940	3931	140	6702	4071	10773
		Percent	16.4	45.9	36.5	1.3	62.2	37.8	100.0
	2012	Number	1762	4678	4272	156	6440	4428	10868
		Percent	16.2	43.0	39.3	1.4	59.3	40.7	100.0

PROFILE **Cross Hill Academy**

CATEGORY	2009-2010	2010-2011	2011-2012
SCHOOL INFORMATION			
ENROLLMENT (BEDS)			
Pre-K		55	25
Kindergarten		55	48
Grade 1		55	55
Grade 2		60	57
Grade 3			49
Grade 7		236	190
Grade 8		298	250
Ungraded Special Education	0	0	1
TOTAL		**759**	**675**
SPECIAL EDUCATION Percent of enrollment classified as special education		135	153
		17.8%	22.7%
ELL Number, percent of enrollment classified as English Language Learners		65=8.6%	62=9.2%
FREE/REDUCED LUNCH Percent (range) of students who receive free or reduced lunch		78.9%	83.1%
ATTENDANCE Average daily attendance for the entire year		97.1%	90.6%
RETENTION RATE Number retained in June (% of Regular Education)		1=0.1%	5=0.7%
SUSPENSIONS Number of students suspended		89	69
Number, percent of repeat offenders (with more than 2 suspensions)		25=28.1%	22=31.9%

ACHIEVEMENT DATA		Performance Level 4	3	2	1	Performance Level 4	3	2	1	Performance Level 4	3	2	1
ELA-3	#									0	19	28	3
	%									0.0%	38.0%	56.0%	6.0%
ELA-7	#					0	34	124	78	1	19	124	41
	%					0.0%	14.4%	52.5%	33.1%	0.5%	10.3%	67.0%	22.2%
ELA-8	#					1	22	188	86	0	34	151	64
	%					0.3%	7.4%	63.3%	29.0%	0.0%	13.7%	60.6%	25.7%
Math-3										1	22	24	3
										2.0%	44.0%	48.0%	6.0%
Math-7	#					7	32	104	95	1	28	81	74
	%					2.9%	13.4%	43.7%	39.9%	0.5%	15.2%	44.0%	40.2%
Math-8	#					2	18	136	140	5	16	97	127
	%					0.7%	6.1%	45.9%	47.3%	2.0%	6.5%	39.6%	51.8%
Science-8	#					6	59	136	78	4	57	75	77
	%					2.2%	21.1%	48.7%	28.0%	3.2%	26.4%	34.7%	35.6%
Earth Science	#									1	14	13	1
	%									3.4%	48.3%	44.8%	3.4%
Intergrated Algebra	#					0	29	19	7	4	17	8	1
	%					0.0%	52.7%	34.5%	12.7%	13.3%	56.7%	26.7%	3.3%
Living Environment	#					6	36	9	3				
	%					11.1%	66.7%	16.7%	5.6%				

The New York State School Report Card

Accountability and Overview Report 2010-11

School **WOODSIDE SCHOOL**
District **PEEKSKILL CITY SCHOOL DISTRICT**
School ID **66-15-00-01-0004**
Principal **STACEY WOODLEY**
Telephone **(914) 739-0093**
Grades **PK-1, UE**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 **Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.

2 **Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

3 **Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science.

For more information:
Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008–09	2009–10	2010–11
Pre-K	0	163	130
Kindergarten	0	258	220
Grade 1	0	271	260
Grade 2	0	0	0
Grade 3	213	0	0
Grade 4	183	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	1
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K–12	396	529	481

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size

	2008–09	2009–10	2010–11
Common Branch	23	23	23
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

Demographic Factors

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Eligible for Free Lunch	230	58%	58	11%	291	60%
Reduced-Price Lunch	66	17%	16	3%	64	13%
Student Stability*		100%		0%		96%
Limited English Proficient	89	22%	120	23%	106	22%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	158	40%	139	26%	91	19%
Hispanic or Latino	181	46%	316	60%	312	65%
Asian or Native Hawaiian/Other Pacific Islander	6	2%	3	1%	9	2%
White	51	13%	71	13%	69	14%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		93%
Student Suspensions	12	3%	3	1%	1	0%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2008–09	2009–10	2010–11
Total Number of Teachers	30	50	44
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	2%
Percent with Fewer Than Three Years of Experience	0%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	67%	62%	64%
Total Number of Core Classes	50	43	40
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	3%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	56	65	60
Percent Taught by Teachers Without Appropriate Certification	0%	0%	2%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	N/A	0%
Turnover Rate of All Teachers	14%	79%	18%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2008–09	2009–10	2010–11
Total Other Professional Staff	4	3	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	1	1
Principals	1	1	1

* Not available at the school level.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: **http://www.p12.nysed.gov/irs/accountability/.**

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort
The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics
The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)
Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)
The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment
The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students
At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)
The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.p12.nysed.gov/irs**.

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort
The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at **http://www.p12.nysed.gov/irs/sirs/**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient
For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups
Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation
Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)
A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.p12.nysed.gov/irs.**

Progress Targets
For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = [(80 – percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009) × 0.20] + percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets
Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (‡)
On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." if the group did not meet one or more criteria, the column will show "Did not qualify." A "‡" symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard
The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities
For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance
For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total
The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

2 School Accountability

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,
see **http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.**

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing. **Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.	**Improvement/Basic:** A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate. **Improvement/Focused:** A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures. **Improvement/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure. **Corrective Action (year 2)** A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.	**Corrective Action or Restructuring/Focused:** A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math. **Corrective Action or Restructuring/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. **Restructuring (year 2)** A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. **Restructuring (Advanced)** A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.	**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.**

2 School Accountability

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)

In Good Standing

Elementary/Middle Level		Secondary Level
ELA	In Good Standing	ELA
Math	In Good Standing	Math
Science		Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓				
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander						
White	✓					
Multiracial						
Other Groups						
Students with Disabilities	✓					
Limited English Proficient	✓	✓				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✓ 7 of 7	✓ 5 of 5				

AYP Status

✓ Made AYP
✓SH Made AYP Using Safe Harbor Target
✗ Did not make AYP
— Insufficient Number of Students to Determine AYP Status

2 School Accountability

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011–12)	In Good Standing	
Accountability Measures	7 of 7	Student groups making AYP in English language arts
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Performance Objectives: Safe Harbor Target 2010-11	Performance Objectives: Safe Harbor Target 2011-12
Accountability Groups								
All Students (0:0)	✓	–	–	–	–	–		–
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)	✓	–	–	–	–	–		–
Hispanic or Latino (0:0)	✓	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)	✓	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (0:0)	✓	–	–	–	–	–		–
Limited English Proficient (0:0)	✓	–	–	–	–	–		–
Economically Disadvantaged (0:0)	✓	–	–	–	–	–		–
Final AYP Determination	✓ 7 of 7							
Non-Accountability Groups								
Female (0:0)								
Male (0:0)								
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- – Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011–12)	In Good Standing	
Accountability Measures	5 of 5	Student groups making AYP in mathematics
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (0:0)	✓	–	–	–	–	–		–
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)	✓	–	–	–	–	–		–
Hispanic or Latino (0:0)	✓	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (0:0)								
Limited English Proficient (0:0)	✓	–	–	–	–	–		–
Economically Disadvantaged (0:0)	✓	–	–	–	–	–		–
Final AYP Determination	✓ 5 of 5							
Non-Accountability Groups								
Female (0:0)								
Male (0:0)								
Migrant (0:0)								

Symbols

✓ Made AYP
✓SH Made AYP Using Safe Harbor Target
✗ Did not make AYP
– Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

3 Overview of School Performance

School **WOODSIDE SCHOOL**
School ID **66-15-00-01-0004**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Summary of 2010–11 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.p12.nysed.gov/irs**.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

Youth Theater Interactions

SCHOOL PROFILE **YONKERS HIGH SCHOOL**

CATEGORY	2009-2010	2010-2011	2011-2012
SCHOOL INFORMATION			
ENROLLMENT (BEDS)			
Grade 9	277	280	298
Grade 10	265	282	290
Grade 11	262	285	287
Grade 12	208	264	284
Ungraded Special Education	12	13	14
TOTAL	**1,024**	**1,124**	**1,173**
SPECIAL EDUCATION Percent of enrollment classified as special education	44	56	70
	4.3%	5.0%	6.0%
ELL Number, percent of enrollment classified as English Language Learners	109=10.6%	109=9.7%	100=8.5%
FREE/REDUCED LUNCH Percent (range) of students who receive free or reduced lunch	66.7%	65.0%	67.5%
ATTENDANCE Average daily attendance for the entire year	96.3%	97.2%	96.7%
DROPOUT RATE * Number of students who dropped out of school	1.8% *(2006 Cohort, 4 year)*	2.6% *(2007 Cohort, 4 year)*	2.1% *(2008 Cohort, 4 year)*
SUSPENSIONS Number of students suspended	26	28	38
Number, percent of repeat offenders (with more than 2 suspensions)	0%	4=14.3%	3=7.9%

ACHIEVEMENT DATA **		Performance Level				Performance Level				Performance Level			
		4	3	2	1	4	3	2	1	4	3	2	1
Algebra	#	11	145	19	17								
	%	5.7%	75.5%	9.9%	8.9%								
Algebra II Trig.	#					20	68	52	88	67	69	32	67
	%					8.8%	29.8%	22.8%	38.6%	28.5	29.4	13.6	28.5
Chemistry	#	19	102	20	1	43	140	21	5	58	117	21	5
	%	13.4%	71.8%	14.1%	0.7%	20.6%	67.0%	10.0%	2.4%	28.9%	58.2%	10.4%	2.5%
Earth Science	#	34	101	6	9	28	79	13	8	41	63	20	17
	%	22.7%	67.3%	4.0%	6.0%	21.9%	61.7%	10.2%	6.3%	29.1%	44.7%	14.2%	12.1%
Regents English/ELA	#	178	70	10	3	171	94	8	22	204	65	7	27
	%	68.2%	26.8%	3.8%	1.1%	58.0%	31.9%	2.7%	7.5%	67.3%	21.5%	2.3%	8.9%
Geometry	#					48	155	54	32	77	189	26	23
	%					16.6%	53.6%	18.7%	11.1%	24.4%	60.0%	8.3%	7.3%
Global History	#	130	115	12	9	140	120	11	16	172	113	14	30
	%	48.9%	43.2%	4.5%	3.4%	48.8%	41.8%	3.8%	5.6%	52.3%	34.3%	4.3%	9.1%
Intergrated Algebra	#					186	198	29	35	24	123	16	23
	%					41.5%	44.2%	6.5%	7.8%	12.9%	66.1%	8.6%	12.4%
Italian	#	12	11	0	3								
	%	46.2%	42.3%	0.0%	11.5%								
Living Environment	#	89	139	24	11	131	109	13	29	141	100	17	29
	%	33.8%	52.9%	9.1%	4.2%	46.5%	38.7%	4.6%	10.3%	49.1%	34.8%	5.9%	10.1%
Physics	#	0	5	2	3	3	9	7	35				
	%	0.0%	50.0%	20.0%	30.0%	5.6%	16.7%	13.0%	64.8%				
Spanish	#	104	50	3	0								
	%	66.2%	31.8%	1.9%	0.0%								
US History & Gov.	#	172	83	4	6	177	87	7	3	162	109	11	16
	%	64.9%	31.3%	1.5%	2.3%	64.6%	31.8%	2.6%	1.1%	54.4%	36.6%	3.7%	5.4%

SCHOOL PROFILE **SAUNDERS HIGH SCHOOL**

CATEGORY	2009-2010	2010-2011	2011-2012
SCHOOL INFORMATION			
ENROLLMENT (BEDS)			
Grade 9	308	300	306
Grade 10	314	321	322
Grade 11	295	284	284
Grade 12	285	267	265
Ungraded Special Education	0	0	0
TOTAL	**1,202**	**1,172**	**1,177**
SPECIAL EDUCATION Percent of enrollment classified as special education	122 / 10.2%	137 / 11.7%	156 / 13.3%
ELL Number, percent of enrollment classified as English Language Learner s	10=0.8%	15=1.3%	22=1.9%
FREE/REDUCED LUNCH Percent (range) of students w ho receive free or reduced lunch	80.9%	81.8%	80.5%
ATTENDANCE Average daily attendance fo r the entire year	97.1%	97.4%	97.3%
DROPOUT RATE * Number of students who dropped out of school	4.5% *(2006 Cohort, 4 year)*	4.0% *(2007 Cohort, 4 year)*	5.4% *(2008 Cohort, 4 year)*
SUSPENSIONS Number of students suspended	112	91	99
Number, percent of repeat offenders (with more than 2 suspensions)	13=11.6%	8=8.8%	8=8.1%

ACHIEVEMENT DATA **		2009-2010 Performance Level				2010-2011 Performance Level				2011-2012 Performance Level			
		4	3	2	1	4	3	2	1	4	3	2	1
Algebra	#	1	170	98	120								
	%	0.3%	43.7%	25.2%	30.8%								
Algebra II Trig.	#					6	37	23	64	4	35	34	39
	%					4.6%	28.5	17.7	49.2	3.6%	31.3%	30.4%	34.8%
Chemistry	#	4	64	31	10	2	31	14	6	1	38	20	4
	%	3.7%	58.7%	28.4%	9.2%	3.8%	58.5	26.4	11.3	1.6%	60.3%	31.7%	6.3%
Earth Science	#	20	73	40	79	17	62	31	59	10	46	28	42
	%	9.4%	34.4%	18.9%	37.3%	10.1%	36.7	18.3	34.9	7.9%	36.5%	22.2%	33.3%
Regents English/ELA	#	205	205	10	16	27	156	82	50	88	156	10	12
	%	47.0%	47.0%	2.3%	3.7%	8.6%	49.5%	26.0%	15.9%	33.1%	58.6%	3.8%	4.5%
Geometry	#					18	93	34	22	16	77	35	30
	%					10.8%	55.7%	20.4%	13.2%	10.1%	48.7%	22.2%	19.0%
Global History	#	77	116	70	89	69	185	56	47	92	165	50	55
	%	21.9%	33.0%	19.9%	25.3%	19.3%	51.8%	15.7%	13.2%	25.4%	45.6%	13.8%	15.2%
Intergrated Algebra	#					24	304	117	86	3	137	130	77
	%					4.5%	57.3%	22.0%	16.2%	0.9%	39.5%	37.5%	22.2%
Italian	#	13	7	0	0								
	%	65.0%	35.0%	0.0%	0.0%								
Living Environment	#	23	170	56	52	32	158	56	45	35	177	84	52
	%	7.6%	56.5%	18.6%	17.3%	11.0%	54.3%	19.2%	15.5%	10.1%	50.9%	24.1%	14.9%
Physics	#	3	23	11	18	8	20	18	12	5	25	16	24
	%	5.5%	41.8%	20.0%	32.7%	13.8%	34.5%	31.0%	20.7%	7.1%	35.7%	22.9%	34.3%
Spanish	#	68	12	1	1								
	%	82.9%	14.6%	1.2%	1.2%								
US History & Gov.	#	98	158	29	27	106	125	33	16	127	128	23	20
	%	31.4%	50.6%	9.3%	8.7%	37.9%	44.6%	11.8%	5.7%	42.6%	43.0%	7.7%	6.7%

The New York State School Report Card

Accountability and Overview Report 2010-11

School **PEEKSKILL MIDDLE SCHOOL**
District **PEEKSKILL CITY SCHOOL DISTRICT**
School ID **66-15-00-01-0010**
Principal **DAVID FINE**
Telephone **(914) 737-4542**
Grades **6-8, UE, US**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 **Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.

2 **Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

3 **Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science.

For more information:
Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008–09	2009–10	2010–11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	192	181
Ungraded Elementary	0	0	1
Grade 7	205	189	202
Grade 8	206	195	192
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	14	4
Total K–12	411	590	580

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size

	2008–09	2009–10	2010–11
Common Branch			23
Grade 8			
English	19	19	18
Mathematics	21	21	18
Science	18	18	17
Social Studies	20	20	17
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Demographic Factors

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Eligible for Free Lunch	217	53%	334	57%	335	58%
Reduced-Price Lunch	65	16%	90	15%	100	17%
Student Stability*		95%		100%		97%
Limited English Proficient	21	5%	39	7%	44	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	194	47%	271	46%	254	44%
Hispanic or Latino	158	38%	252	43%	256	44%
Asian or Native Hawaiian/Other Pacific Islander	9	2%	13	2%	10	2%
White	50	12%	54	9%	60	10%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		96%
Student Suspensions	69	18%	88	21%	54	9%

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2008–09	2009–10	2010–11
Total Number of Teachers	41	48	47
Percent with No Valid Teaching Certificate	0%	0%	2%
Percent Teaching Out of Certification	5%	0%	6%
Percent with Fewer Than Three Years of Experience	0%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	61%	63%	60%
Total Number of Core Classes	168	147	153
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	7%
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	213	191	192
Percent Taught by Teachers Without Appropriate Certification	2%	0%	6%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate

	2007–08	2008–09	2009–10
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	0%	33%
Turnover Rate of All Teachers	10%	15%	19%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2008–09	2009–10	2010–11
Total Other Professional Staff	9	5	15
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	1	1
Principals	1	1	1

* Not available at the school level.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

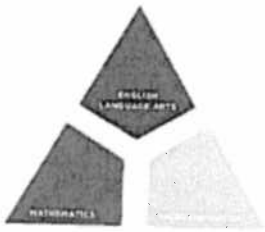
2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **http://www.p12.nysed.gov/irs/accountability/.**

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.p12.nysed.gov/irs**.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at **http://www.p12.nysed.gov/irs/sirs/**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Useful Terms for Understanding Accountability (continued)

Participation
Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)
A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.p12.nysed.gov/irs.**

Progress Targets
For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = [(80 – percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009) × 0.20] + percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets
Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (‡)
On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "‡" symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard
The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities
For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance
For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total
The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,
see **http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.**

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing. **Improvement (year 2)** A school that was designated as a school in improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as improvement (year 2) in the current school year that made AYP for the identified measure.	**Improvement/Basic:** A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate. **Improvement/Focused:** A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is improvement/Basic for at least two measures. **Improvement/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure. **Corrective Action (year 2)** A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.	**Corrective Action or Restructuring/Focused:** A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math. **Corrective Action or Restructuring/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. **Restructuring (year 2)** A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. **Restructuring (Advanced)** A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.	**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.**

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)

Improvement (year 1) Focused

Elementary/Middle Level		Secondary Level
ELA	Improvement (year 1) Focused	ELA
Math	In Good Standing	Math
Science	In Good Standing	Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10	2010–11	2011–12
NO	NO	NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	✗	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	–	–				
White	✓	✓				
Multiracial	–	–				
Other Groups						
Students with Disabilities	✗	✗				
Limited English Proficient	✗	✗				
Economically Disadvantaged	✗	✓				
Student groups making AYP in each subject	✗ 3 of 7	✗ 5 of 7	✓ 1 of 1			

AYP Status

✔ Made AYP
✔SH Made AYP Using Safe Harbor Target
✘ Did not make AYP
— Insufficient Number of Students to Determine AYP Status

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011–12) Improvement (year 1) Focused

Accountability Measures

3 of 7	Student groups making AYP in English language arts
✗	Did not make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Performance Objectives: Safe Harbor Target 2010-11	Performance Objectives: Safe Harbor Target 2011-12
Accountability Groups								
All Students (571:544)	✓	✓	99%	✓	117	117		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (244:238)	✗	✓	99%	✗	113	115	115	122
Hispanic or Latino (257:239)	✓	✓	100%	✓	115	115		
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–		–
White (59:56)	✓	✓	100%	✓	141	109		
Multiracial (1:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (99:100)	✗	✓	100%	✗	70	112	92	83
Limited English Proficient (45:60)	✗	✓	100%	✗	68	110	89	81
Economically Disadvantaged (406:392)	✗	✓	100%	✗	115	116	116	124
Final AYP Determination	✗ 3 of 7							
Non-Accountability Groups								
Female (281:263)			99%		125	115		
Male (290:281)			100%		111	116		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- – Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011–12)	In Good Standing	
Accountability Measures	5 of 7	Student groups making AYP in mathematics
	✗	Did not make AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	Safe Harbor Target 2011–12
Accountability Groups								
All Students (572:548)	✓	✓	99%	✓	142	132		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (245:239)	✓	✓	99%	✓	136	130		
Hispanic or Latino (257:242)	✓	✓	100%	✓	145	130		
Asian or Native Hawaiian/Other Pacific Islander (10:10)	–	–	–	–	–	–		–
White (59:56)	✓	✓	100%	✓	150	124		
Multiracial (1:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (100:101)	✗	✓	100%	✗	107	127	125	116
Limited English Proficient (45:63)	✗	✓	98%	✗	121	125	123	129
Economically Disadvantaged (407:395)	✓	✓	100%	✓	139	131		
Final AYP Determination	✗ 5 of 7							
Non-Accountability Groups								
Female (281:264)			99%		140	130		
Male (291:284)			100%		143	131		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- – Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School IO **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)		In Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 / 2011–12
Accountability Groups								
All Students (191:181)	✓	Qualified	✓	99%	✓	156	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (81:79)		Qualified	✓	100%	✓	148	100	
Hispanic or Latino (89:83)		Qualified	✓	99%	✓	157	100	
Asian or Native Hawaiian/Other Pacific Islander (3:3)		–	–	–	–	–	–	–
White (17:15)		–	–	–	–	–	–	–
Multiracial (1:1)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (38:37)		Qualified	–	–	✓	141	100	
Limited English Proficient (12:10)		–	–	–	–	–	–	–
Economically Disadvantaged (135:129)		Qualified	✓	99%	✓	153	100	
Final AYP Determination	✓ 1 of 1							
Non-Accountability Groups								
Female (91:84)				98%		154	100	
Male (100:97)				100%		158	100	
Migrant (0:0)								

Symbols

✓ Made AYP
✗ Did not make AYP
– Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Summary of 2010–11 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 6	32%	175
Grade 7	34%	191
Grade 8	27%	187
Mathematics		
Grade 6	45%	177
Grade 7	48%	194
Grade 8	58%	190
Science		
Grade 8	58%	188

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard
Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard
Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard
Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard
Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard
Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.p12.nysed.gov/irs**.

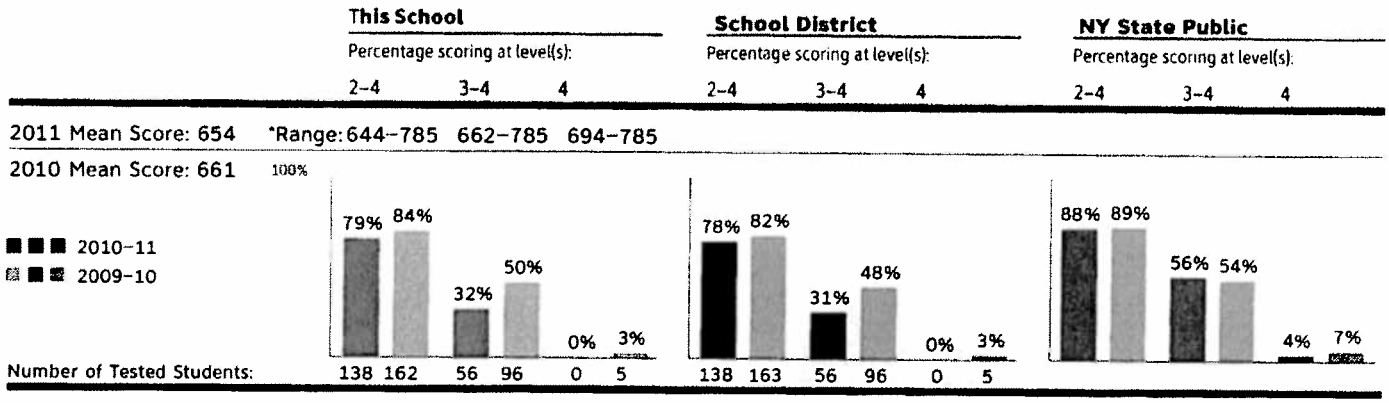
In this section, this school's performance is compared with that of the school district and public schools Statewide.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 6 English Language Arts



Results by Student Group

Student Group	2010–11 School Year Total Tested	2010–11 Percentage scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4
All Students	**175**	**79%**	**32%**	**0%**	**192**	**84%**	**50%**	**3%**
Female	86	85%	37%	0%	95	91%	48%	3%
Male	89	73%	27%	0%	97	78%	52%	2%
American Indian or Alaska Native								
Black or African American	75	77%	24%	0%	87	80%	43%	2%
Hispanic or Latino	76	80%	37%	0%	81	86%	54%	1%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	6	100%	50%	17%
White	23	–	–	–	18	89%	67%	6%
Multiracial								
Small Group Totals	24	79%	42%	0%				
General-Education Students	143	90%	38%	0%	168	91%	55%	3%
Students with Disabilities	32	31%	6%	0%	24	38%	17%	0%
English Proficient	154	84%	36%	0%	180	88%	53%	3%
Limited English Proficient	21	43%	5%	0%	12	33%	8%	0%
Economically Disadvantaged	123	77%	30%	0%	147	84%	48%	2%
Not Disadvantaged	52	83%	37%	0%	45	84%	58%	4%
Migrant								
Not Migrant	175	79%	32%	0%	192	84%	50%	3%

NOTES

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* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports.*

Other Assessments

	2010–11 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	2	N/A	N/A	N/A

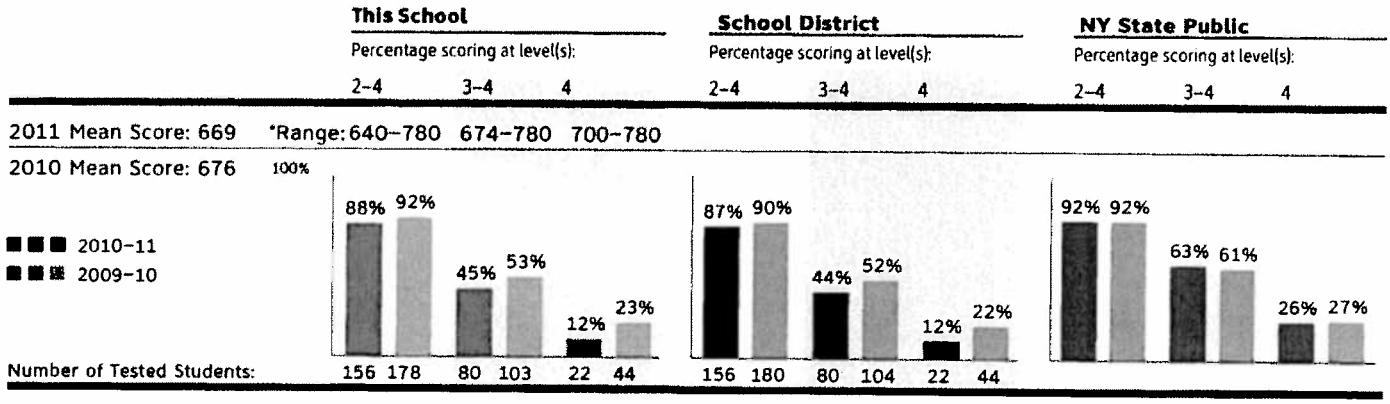
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 6 Mathematics



Results by Student Group

Student Group	2010–11 School Year Total Tested	2010–11 Percentage scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4
All Students	**177**	**88%**	**45%**	**12%**	**194**	**92%**	**53%**	**23%**
Female	87	89%	47%	13%	95	93%	53%	22%
Male	90	88%	43%	12%	99	91%	54%	23%
American Indian or Alaska Native								
Black or African American	75	83%	37%	5%	87	91%	47%	21%
Hispanic or Latino	78	94%	53%	18%	83	90%	53%	20%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	6	100%	100%	50%
White	23	–	–	–	18	100%	67%	33%
Multiracial								
Small Group Totals	24	88%	46%	17%				
General-Education Students	145	92%	53%	15%	170	95%	57%	25%
Students with Disabilities	32	69%	9%	0%	24	71%	25%	8%
English Proficient	154	89%	49%	14%	180	93%	56%	24%
Limited English Proficient	23	83%	22%	4%	14	71%	14%	7%
Economically Disadvantaged	124	87%	44%	11%	147	91%	52%	22%
Not Disadvantaged	53	91%	47%	15%	47	94%	57%	26%
Migrant								
Not Migrant	177	88%	45%	12%	194	92%	53%	23%

NOTES

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Other Assessments

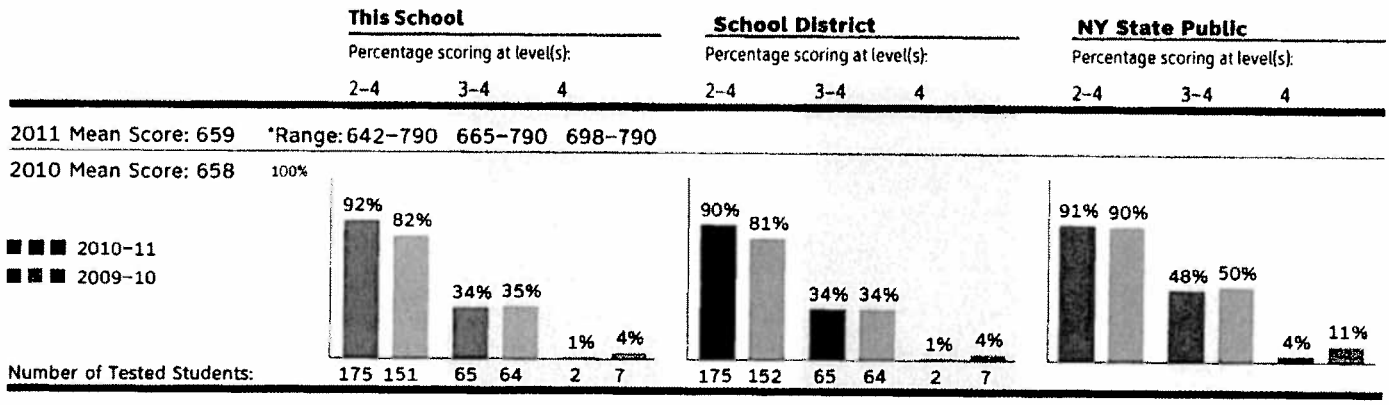
Assessment	2010–11 School Year Total Tested	2010–11 Number scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	3	–	–	–

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 7 English Language Arts



Results by Student Group

Student Group	2010–11 School Year Total Tested	2010–11 Percentage scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4
All Students	**191**	**92%**	**34%**	**1%**	**185**	**82%**	**35%**	**4%**
Female	98	93%	32%	1%	89	91%	49%	7%
Male	93	90%	37%	1%	96	73%	21%	1%
American Indian or Alaska Native								
Black or African American	83	93%	31%	0%	85	81%	29%	1%
Hispanic or Latino	83	89%	29%	1%	80	81%	38%	6%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	50%	0%	3	–	–	–
White	19	95%	63%	5%	17	–	–	–
Multiracial								
Small Group Totals					20	85%	45%	5%
General-Education Students	168	95%	38%	1%	152	89%	41%	5%
Students with Disabilities	23	70%	4%	0%	33	48%	3%	0%
English Proficient	186	93%	35%	1%	173	84%	36%	4%
Limited English Proficient	5	40%	0%	0%	12	50%	8%	0%
Economically Disadvantaged	142	93%	32%	1%	133	80%	32%	5%
Not Disadvantaged	49	88%	39%	2%	52	87%	42%	0%
Migrant								
Not Migrant	191	92%	34%	1%	185	82%	35%	4%

NOTES

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Other Assessments

	2010–11 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	5	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	3	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	3	N/A	N/A	N/A	3	N/A	N/A	N/A

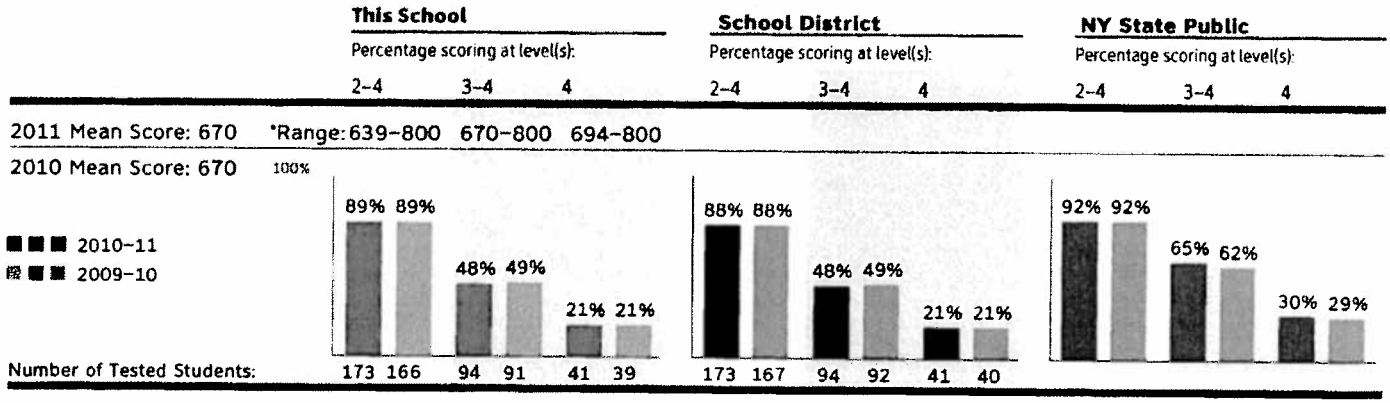
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 7 Mathematics



Results by Student Group

Student Group	2010–11 School Year Total Tested	2010–11 Percentage scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4
All Students	**194**	**89%**	**48%**	**21%**	**187**	**89%**	**49%**	**21%**
Female	99	90%	46%	17%	90	90%	51%	23%
Male	95	88%	51%	25%	97	88%	46%	19%
American Indian or Alaska Native								
Black or African American	84	87%	43%	19%	84	89%	48%	19%
Hispanic or Latino	85	89%	46%	19%	83	88%	46%	22%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	67%	50%	3	–	–	–
White	19	95%	79%	32%	17	–	–	–
Multiracial								
Small Group Totals					20	90%	65%	25%
General-Education Students	171	92%	51%	23%	154	92%	55%	25%
Students with Disabilities	23	65%	26%	4%	33	76%	18%	0%
English Proficient	187	91%	50%	22%	172	90%	50%	22%
Limited English Proficient	7	43%	0%	0%	15	73%	33%	7%
Economically Disadvantaged	143	89%	46%	20%	134	90%	47%	20%
Not Disadvantaged	51	90%	55%	24%	53	85%	53%	23%
Migrant								
Not Migrant	194	89%	48%	21%	187	89%	49%	21%

NOTES

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Other Assessments

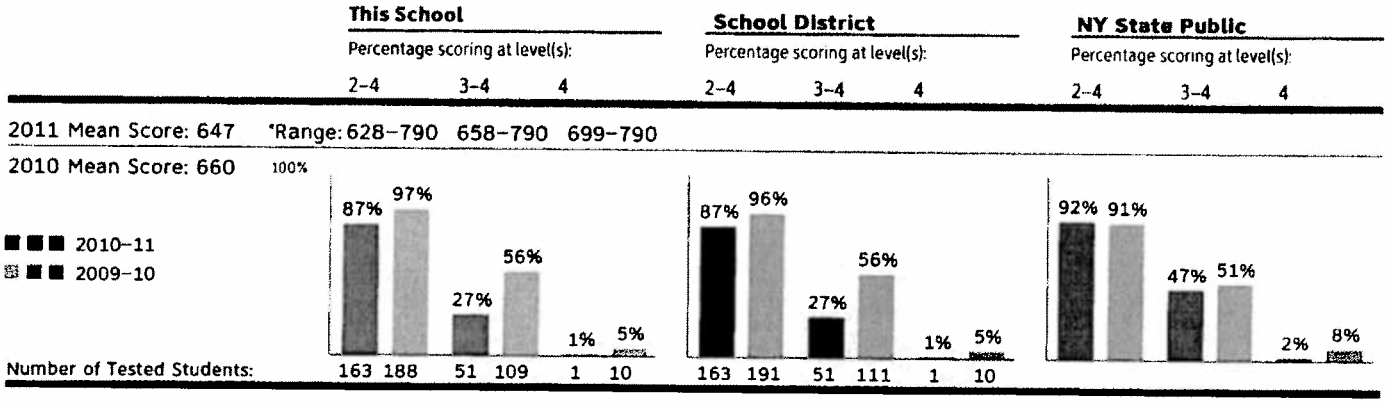
Assessment	2010–11 School Year Total Tested	2010–11 Number scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	5	1	–	–	–

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 8 English Language Arts



Results by Student Group

Student Group	2010–11 School Year Total Tested	2010–11 Percentage scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4
All Students	**187**	**87%**	**27%**	**1%**	**194**	**97%**	**56%**	**5%**
Female	91	91%	36%	1%	90	98%	56%	7%
Male	96	83%	19%	0%	104	96%	57%	4%
American Indian or Alaska Native								
Black or African American	79	87%	25%	0%	93	98%	52%	4%
Hispanic or Latino	87	84%	23%	1%	79	95%	57%	8%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	4	–	–	–
White	17	–	–	–	18	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	21	100%	52%	0%	22	100%	73%	0%
General-Education Students	151	92%	31%	1%	167	99%	60%	5%
Students with Disabilities	36	67%	11%	0%	27	85%	30%	4%
English Proficient	177	90%	29%	1%	185	98%	59%	5%
Limited English Proficient	10	30%	0%	0%	9	78%	0%	0%
Economically Disadvantaged	133	86%	23%	1%	146	96%	52%	4%
Not Disadvantaged	54	91%	37%	0%	48	100%	69%	8%
Migrant								
Not Migrant	187	87%	27%	1%	194	97%	56%	5%

NOTES

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Other Assessments

	2010–11 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	2	N/A	N/A	N/A

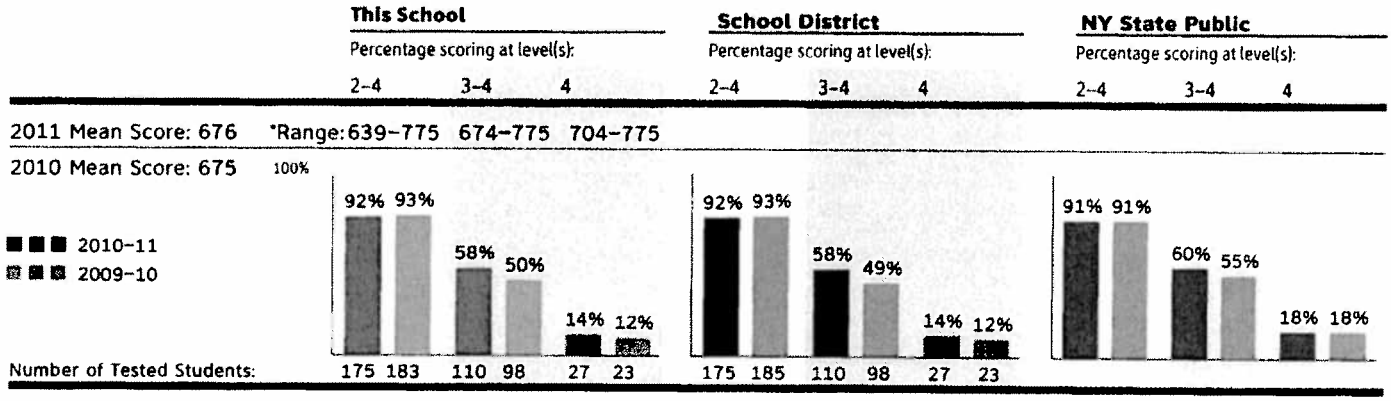
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Mathematics



Results by Student Group

Student Group	2010–11 School Year Total Tested	2010–11 Percentage scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4
All Students	**190**	**92%**	**58%**	**14%**	**196**	**93%**	**50%**	**12%**
Female	91	90%	58%	16%	91	90%	45%	10%
Male	99	94%	58%	12%	105	96%	54%	13%
American Indian or Alaska Native								
Black or African American	80	93%	59%	14%	93	91%	43%	8%
Hispanic or Latino	89	91%	56%	13%	81	95%	52%	14%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	4	–	–	–
White	17	–	–	–	18	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	21	95%	62%	19%	22	95%	73%	23%
General-Education Students	153	93%	63%	17%	169	93%	50%	13%
Students with Disabilities	37	86%	35%	3%	27	93%	48%	4%
English Proficient	178	93%	59%	15%	185	94%	52%	12%
Limited English Proficient	12	75%	42%	8%	11	82%	18%	0%
Economically Disadvantaged	135	92%	58%	14%	146	94%	47%	10%
Not Disadvantaged	55	93%	58%	15%	50	92%	58%	18%
Migrant								
Not Migrant	190	92%	58%	14%	196	93%	50%	12%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010–11 data only. Ranges for the 2009–10 data are available in the 2009–10 *Accountability and Overview Reports*.

Other Assessments

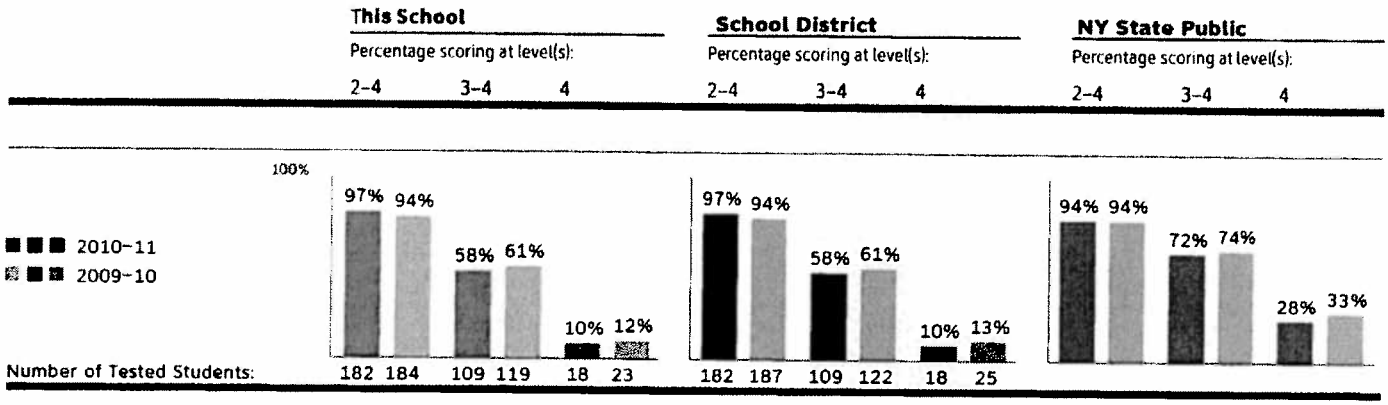
Assessment	2010–11 School Year Total Tested	2010–11 Number scoring at level(s): 2–4	3–4	4	2009–10 School Year Total Tested	2009–10 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	1	–	–	–

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Science



Results by Student Group

	2010–11 School Year				2009–10 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**188**	**97%**	**58%**	**10%**	**196**	**94%**	**61%**	**12%**
Female	89	98%	54%	11%	91	93%	52%	9%
Male	99	96%	62%	8%	105	94%	69%	14%
American Indian or Alaska Native								
Black or African American	80	96%	50%	6%	92	91%	51%	11%
Hispanic or Latino	88	97%	59%	8%	82	95%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	4	–	–	–
White	16	–	–	–	18	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	20	100%	85%	30%	22	100%	86%	27%
General-Education Students	152	97%	61%	12%	169	93%	59%	12%
Students with Disabilities	36	94%	44%	0%	27	96%	70%	7%
English Proficient	177	97%	60%	10%	185	95%	63%	12%
Limited English Proficient	11	91%	18%	0%	11	82%	18%	0%
Economically Disadvantaged	134	97%	56%	7%	145	94%	57%	7%
Not Disadvantaged	54	96%	63%	17%	51	92%	73%	25%
Migrant								
Not Migrant	188	97%	58%	10%	196	94%	61%	12%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2010–11 School Year				2009–10 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	1	–	–	–
Regents Science	0				0			

The New York State School Report Card

Accountability and Overview Report 2009–10

School **PEEKSKILL MIDDLE SCHOOL**
District **PEEKSKILL CITY SCHOOL DISTRICT**
School ID **66-15-00-01-0010**
Principal **DAVID FINE**
Telephone **(914) 737-4542**
Grades **6-8, US**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 **Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.

2 **Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

3 **Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science.

For more information:
Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007–08	2008–09	2009–10
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	192
Ungraded Elementary	0	0	0
Grade 7	206	205	189
Grade 8	181	206	195
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	14
Total K–12	387	411	590

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size

	2007–08	2008–09	2009–10
Common Branch			
Grade 8			
English	20	19	19
Mathematics	20	21	21
Science	21	18	18
Social Studies	21	20	20
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Demographic Factors

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Eligible for Free Lunch	189	49%	217	53%	334	57%
Reduced-Price Lunch	51	13%	65	16%	90	15%
Student Stability*		100%		95%		100%
Limited English Proficient	17	4%	21	5%	39	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	0	0%	0	0%
Black or African American	182	47%	194	47%	271	46%
Hispanic or Latino	130	34%	158	38%	252	43%
Asian or Native Hawaiian/Other Pacific Islander	3	1%	9	2%	13	2%
White	71	18%	50	12%	54	9%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Demographic Factors Information

Eligible for Free Lunch and *Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Annual Attendance Rate		91%		94%		94%
Student Suspensions	53	14%	69	18%	88	21%

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2007–08	2008–09	2009–10
Total Number of Teachers	39	41	48
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	3%	5%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	59%	61%	63%
Total Number of Core Classes	158	168	147
Percent Not Taught by Highly Qualified Teachers In This School	11%	0%	0%
Percent Not Taught by Highly Qualified Teachers In This District	7%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	192	213	191
Percent Taught by Teachers Without Appropriate Certification	3%	2%	0%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate

	2006–07	2007–08	2008–09
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	0%	0%
Turnover Rate of All Teachers	7%	10%	15%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts

	2007–08	2008–09	2009–10
Total Other Professional Staff	9	9	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	1
Principals	1	1	1

* Not available at the school level.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

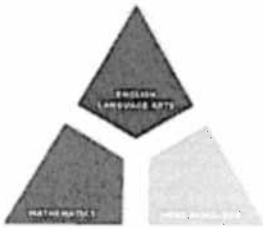
2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **http://www.p12.nysed.gov/irts/accountability/**

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort
The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics
The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)
Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)
The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment
The count of continuously enrolled tested students used to determine the Performance index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students
At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)
The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.p12.nysed.gov/irts**.

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort
The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at **http://www.p12.nysed.gov/irts/sirs/**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient
For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups
Female, Male, and Migrant groups are not part of the AYP determination for any measure.

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Useful Terms for Understanding Accountability (continued)

Participation
Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)
A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.p12.nysed.gov/irts.**

Progress Targets
For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = [(80 – percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008) × 0.20] + percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets
Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (†)
On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "†" symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard
The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities
For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance
For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total
The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,
see **http://www.p12.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.**

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing. **Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.	**Improvement/Basic:** A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate. **Improvement/Focused:** A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures. **Improvement/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure. **Corrective Action (year 2)** A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.	**Corrective Action or Restructuring/Focused:** A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math. **Corrective Action or Restructuring/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. **Restructuring (year 2)** A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. **Restructuring (Advanced)** A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.	**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.**

Pending — A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2010–11)

In Good Standing

Elementary/Middle Level		Secondary Level
ELA	In Good Standing	ELA
Math	In Good Standing	Math
Science	In Good Standing	Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2008–09	2009–10	2010–11
NO	NO	NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	–	–				
White	✓	✓				
Multiracial						
Other Groups						
Students with Disabilities	✗	✓				
Limited English Proficient	✓SH	✓				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✗ 6 of 7	✓ 7 of 7	✓ 1 of 1			

AYP Status

✓ Made AYP
✓SH Made AYP Using Safe Harbor Target
✗ Did not make AYP
— Insufficient Number of Students to Determine AYP Status

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)	In Good Standing	
Accountability Measures	6 of 7	Student groups making AYP in English language arts
	✗	Did not make AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Performance Objectives: Safe Harbor Target 2009–10	Performance Objectives: Safe Harbor Target 2010–11
Accountability Groups								
All Students (583:557)	✓	✓	100%	✓	169	150		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (267:254)	✓	✓	100%	✓	165	148		
Hispanic or Latino (250:239)	✓	✓	100%	✓	169	148		
Asian or Native Hawaiian/Other Pacific Islander (13:13)	–	–	–	–	–	–		–
White (53:51)	✓	✓	100%	✓	180	142		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (89:93)	✗	✓	100%	✗	128	145	142	92
Limited English Proficient (41:47)	✓SH	✓	100%	✓SH	136	141	20	89
Economically Disadvantaged (431:426)	✓	✓	100%	✓	166	150		
Final AYP Determination	✗ 6 of 7							
Non-Accountability Groups								
Female (278:270)			100%		172	148		
Male (305:287)			100%		166	149		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)		In Good Standing
Accountability Measures	7 of 7	Student groups making AYP in mathematics
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Performance Objectives: Safe Harbor Target 2009–10	Performance Objectives: Safe Harbor Target 2010–11
Accountability Groups								
All Students (582:559)	✓	✓	100%	✓	179	130		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (266:253)	✓	✓	100%	✓	174	128		
Hispanic or Latino (250:242)	✓	✓	100%	✓	180	128		
Asian or Native Hawaiian/Other Pacific Islander (13:13)	–	–	–	–	–	–		–
White (53:51)	✓	✓	100%	✓	188	122		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (89:93)	✓	✓	100%	✓	156	125		
Limited English Proficient (41:50)	✓	✓	100%	✓	166	122		
Economically Disadvantaged (430:427)	✓	✓	100%	✓	177	130		
Final AYP Determination	✓ 7 of 7							
Non-Accountability Groups								
Female (277:270)			100%		178	128		
Male (305:289)			100%		180	129		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2010–11)	In Good Standing	
Accountability Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	AYP Safe Harbor Qualification	Participation Met Criterion	Participation Percentage Tested	Test Performance Met Criterion	Test Performance Performance Index	Performance Objectives State Standard	Performance Objectives Progress Target 2009–10	Performance Objectives Progress Target 2010–11
Accountability Groups									
All Students (198:190)	✓	Qualified	✓	99%	✓	157	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (94:92)		Qualified	✓	99%	✓	145	100		
Hispanic or Latino (82:77)		Qualified	✓	100%	✓	164	100		
Asian or Native Hawaiian/Other Pacific Islander (4:4)		–	–	–	–	–	–		–
White (18:17)		–	–	–	–	–	–		–
Multiracial (0:0)									
Other Groups									
Students with Disabilities (28:27)		–	–	–	–	–	–		–
Limited English Proficient (11:9)		–	–	–	–	–	–		–
Economically Disadvantaged (147:144)		Qualified	✓	99%	✓	152	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (92:90)				100%		148	100		
Male (106:100)				99%		166	100		
Migrant (0:0)									

Symbols

✓ Made AYP
✗ Did not make AYP
— Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

Summary of 2009–10 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3 (0% – 50% – 100%)	Total Tested
English Language Arts		
Grade 6	50%	192
Grade 7	35%	185
Grade 8	56%	194
Mathematics		
Grade 6	53%	194
Grade 7	49%	187
Grade 8	50%	196
Science		
Grade 8	61%	196

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.p12.nysed.gov/irts**.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

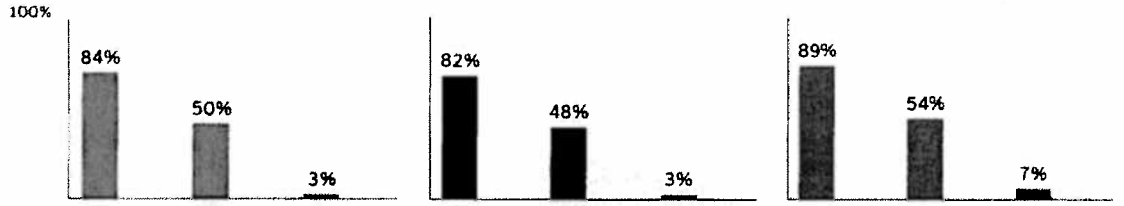
3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 6 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 661	*Range: 644–785	662–785	694–785						
2009–10	84%	50%	3%	82%	48%	3%	89%	54%	7%
2008–09									
Number of Tested Students:	162	96	5	163	96	5			



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**192**	**84%**	**50%**	**3%**				
Female	95	91%	48%	3%				
Male	97	78%	52%	2%				
American Indian or Alaska Native								
Black or African American	87	80%	43%	2%				
Hispanic or Latino	81	86%	54%	1%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	50%	17%				
White	18	89%	67%	6%				
Multiracial								
Small Group Totals								
General-Education Students	168	91%	55%	3%				
Students with Disabilities	24	38%	17%	0%				
English Proficient	180	88%	53%	3%				
Limited English Proficient	12	33%	8%	0%				
Economically Disadvantaged	147	84%	48%	2%				
Not Disadvantaged	45	84%	58%	4%				
Migrant								
Not Migrant	192	84%	50%	3%				

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	0	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

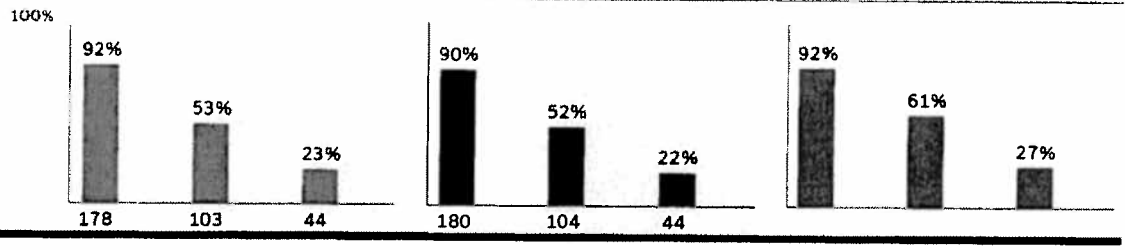
3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 6 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 676 *Range:	640–780	674–780	699–780						
2009–10	92%	53%	23%	90%	52%	22%	92%	61%	27%
2008–09									
Number of Tested Students:	178	103	44	180	104	44			



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**194**	**92%**	**53%**	**23%**				
Female	95	93%	53%	22%				
Male	99	91%	54%	23%				
American Indian or Alaska Native								
Black or African American	87	91%	47%	21%				
Hispanic or Latino	83	90%	53%	20%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%				
White	18	100%	67%	33%				
Multiracial								
Small Group Totals								
General-Education Students	170	95%	57%	25%				
Students with Disabilities	24	71%	25%	8%				
English Proficient	180	93%	56%	24%				
Limited English Proficient	14	71%	14%	7%				
Economically Disadvantaged	147	91%	52%	22%				
Not Disadvantaged	47	94%	57%	26%				
Migrant								
Not Migrant	194	92%	53%	23%				

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

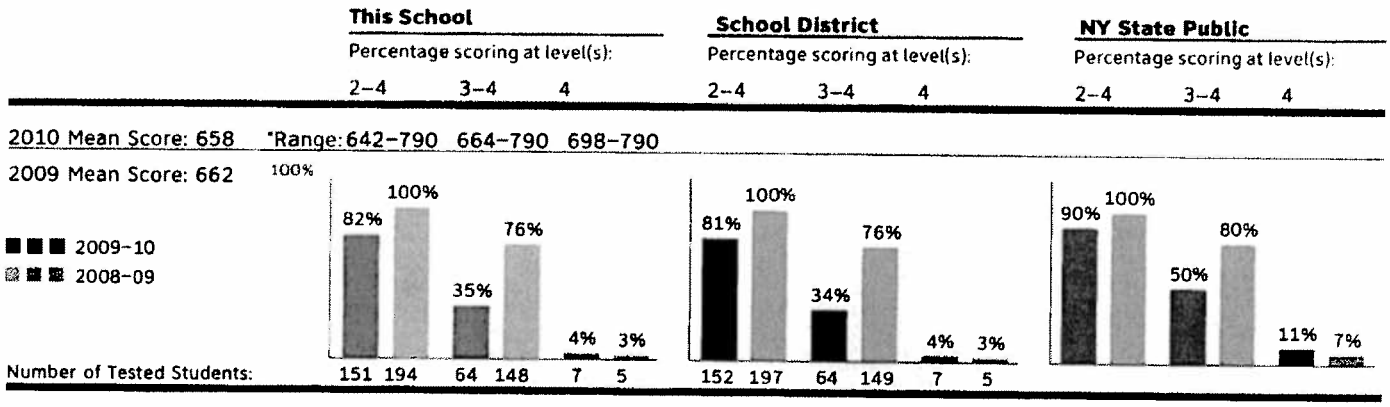
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	–	–	–	0			

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 7 English Language Arts



Results by Student Group

Student Group	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4	2008–09 School Year Total Tested	2008–09 Percentage scoring at level(s): 2–4	3–4	4
All Students	**185**	**82%**	**35%**	**4%**	**194**	**100%**	**76%**	**3%**
Female	89	91%	49%	7%	90	100%	76%	3%
Male	96	73%	21%	1%	104	100%	77%	2%
American Indian or Alaska Native								
Black or African American	85	81%	29%	1%	95	100%	72%	1%
Hispanic or Latino	80	81%	38%	6%	76	100%	80%	4%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	4	–	–	–
White	17	–	–	–	19	–	–	–
Multiracial								
Small Group Totals	20	85%	45%	5%	23	100%	83%	4%
General-Education Students	152	89%	41%	5%	169	100%	82%	3%
Students with Disabilities	33	48%	3%	0%	25	100%	36%	0%
English Proficient	173	84%	36%	4%	183	100%	78%	3%
Limited English Proficient	12	50%	8%	0%	11	100%	45%	0%
Economically Disadvantaged	133	80%	32%	5%	150	100%	73%	1%
Not Disadvantaged	52	87%	42%	0%	44	100%	86%	7%
Migrant								
Not Migrant	185	82%	35%	4%	194	100%	76%	3%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2008–09 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	1	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 7 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 670 *Range: 639–800		670–800	694–800						
2009 Mean Score: 674									
2009–10	89%	49%	21%	88%	49%	21%	92%	62%	29%
2008–09	100%	86%	18%	99%	85%	18%	99%	87%	30%
Number of Tested Students:	166	91	39	167	92	40			
	195	167	35	197	169	35			

Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**187**	**89%**	**49%**	**21%**	**195**	**100%**	**86%**	**18%**
Female	90	90%	51%	23%	90	100%	83%	17%
Male	97	88%	46%	19%	105	100%	88%	19%
American Indian or Alaska Native								
Black or African American	84	89%	48%	19%	94	100%	82%	11%
Hispanic or Latino	83	88%	46%	22%	78	100%	88%	21%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	4	–	–	–
White	17	–	–	–	19	–	–	–
Multiracial								
Small Group Totals	20	90%	65%	25%	23	100%	91%	39%
General-Education Students	154	92%	55%	25%	171	100%	88%	20%
Students with Disabilities	33	76%	18%	0%	24	100%	71%	0%
English Proficient	172	90%	50%	22%	182	100%	87%	19%
Limited English Proficient	15	73%	33%	7%	13	100%	62%	0%
Economically Disadvantaged	134	90%	47%	20%	151	100%	83%	15%
Not Disadvantaged	53	85%	53%	23%	44	100%	93%	30%
Migrant								
Not Migrant	187	89%	49%	21%	195	100%	86%	18%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	3	–	–	–

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 8 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 660	*Range: 627–790	658–790	699–790						
2009 Mean Score: 652									
2009–10	97%	56%	5%	96%	56%	5%	91%	51%	8%
2008–09	100%	56%	0%	99%	55%	0%	98%	69%	5%
Number of Tested Students:	188 193	109 109	10 0	191 196	111 109	10 0			

Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**194**	**97%**	**56%**	**5%**	**193**	**100%**	**56%**	**0%**
Female	90	98%	56%	7%	100	100%	61%	0%
Male	104	96%	57%	4%	93	100%	52%	0%
American Indian or Alaska Native								
Black or African American	93	98%	52%	4%	86	100%	50%	0%
Hispanic or Latino	79	95%	57%	8%	73	100%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	18	–	–	–	32	–	–	–
Multiracial								
Small Group Totals	22	100%	73%	0%	34	100%	68%	0%
General-Education Students	167	99%	60%	5%	167	100%	62%	0%
Students with Disabilities	27	85%	30%	4%	26	100%	23%	0%
English Proficient	185	98%	59%	5%	188	100%	57%	0%
Limited English Proficient	9	78%	0%	0%	5	100%	40%	0%
Economically Disadvantaged	146	96%	52%	4%	118	100%	47%	0%
Not Disadvantaged	48	100%	69%	8%	75	100%	71%	0%
Migrant								
Not Migrant	194	97%	56%	5%	193	100%	56%	0%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

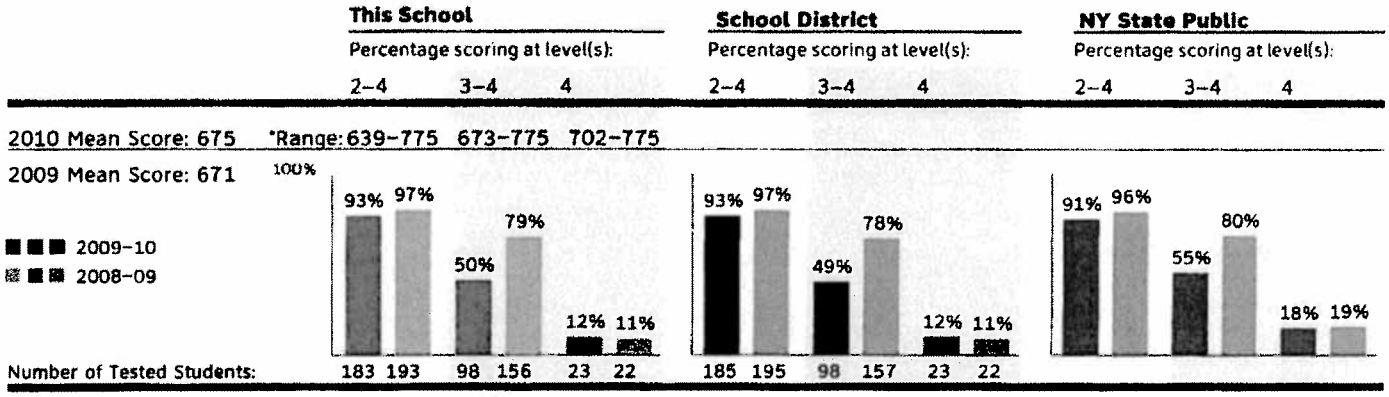
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Mathematics



Results by Student Group

Student Group	2009–10 School Year Total Tested	2009–10 Percentage scoring at level(s): 2–4	3–4	4	2008–09 School Year Total Tested	2008–09 Percentage scoring at level(s): 2–4	3–4	4
All Students	**196**	**93%**	**50%**	**12%**	**198**	**97%**	**79%**	**11%**
Female	91	90%	45%	10%	101	98%	75%	13%
Male	105	96%	54%	13%	97	97%	82%	9%
American Indian or Alaska Native								
Black or African American	93	91%	43%	8%	86	98%	72%	7%
Hispanic or Latino	81	95%	52%	14%	78	97%	83%	13%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	18	–	–	–	32	–	–	–
Multiracial								
Small Group Totals	22	95%	73%	23%	34	97%	85%	18%
General-Education Students	169	93%	50%	13%	172	98%	82%	12%
Students with Disabilities	27	93%	48%	4%	26	92%	58%	4%
English Proficient	185	94%	52%	12%	189	98%	80%	11%
Limited English Proficient	11	82%	18%	0%	9	78%	44%	11%
Economically Disadvantaged	146	94%	47%	10%	120	98%	75%	8%
Not Disadvantaged	50	92%	58%	18%	78	96%	85%	17%
Migrant								
Not Migrant	196	93%	50%	12%	198	97%	79%	11%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

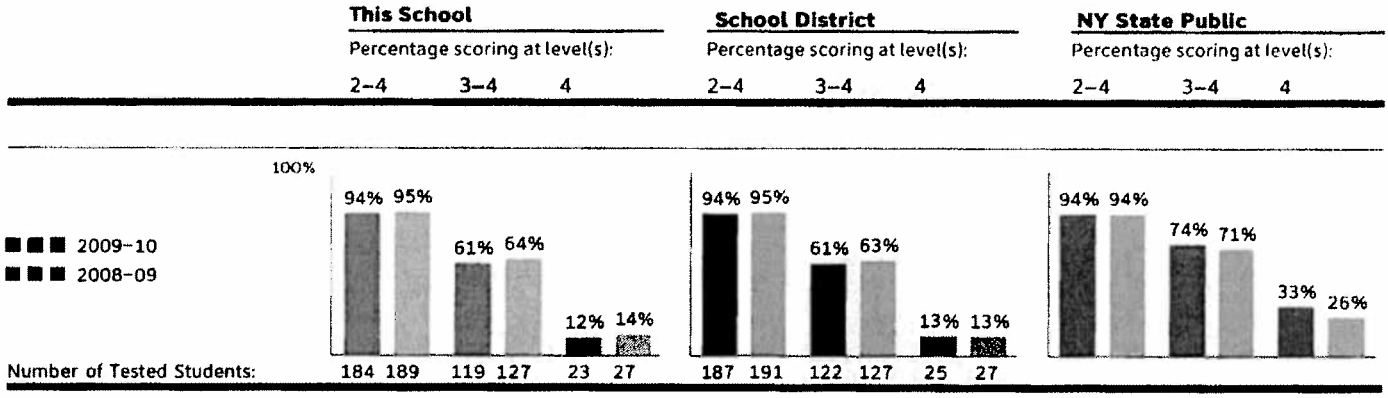
Assessment	2009–10 School Year Total Tested	2009–10 Number scoring at level(s): 2–4	3–4	4	2008–09 School Year Total Tested	2008–09 Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	2	–	–	–

3 Overview of School Performance

School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

District **PEEKSKILL CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Science



Results by Student Group

	2009–10 School Year				2008–09 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**196**	**94%**	**61%**	**12%**	**198**	**95%**	**64%**	**14%**
Female	91	93%	52%	9%	101	95%	66%	17%
Male	105	94%	69%	14%	97	96%	62%	10%
American Indian or Alaska Native								
Black or African American	92	91%	51%	11%	85	92%	60%	12%
Hispanic or Latino	82	95%	65%	9%	78	97%	62%	9%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	2	–	–	–
White	18	–	–	–	33	–	–	–
Multiracial								
Small Group Totals	22	100%	86%	27%	35	100%	80%	29%
General-Education Students	169	93%	59%	12%	172	95%	64%	15%
Students with Disabilities	27	96%	70%	7%	26	96%	65%	8%
English Proficient	185	95%	63%	12%	189	96%	66%	14%
Limited English Proficient	11	82%	18%	0%	9	78%	22%	0%
Economically Disadvantaged	145	94%	57%	7%	119	94%	53%	4%
Not Disadvantaged	51	92%	73%	25%	79	97%	81%	28%
Migrant								
Not Migrant	196	94%	61%	12%	198	95%	64%	14%

NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	2	–	–	–
Regents Science	0				0			

SCHOOL PROFILE **SAUNDERS HIGH SCHOOL**

CATEGORY	2009-2010	2010-2011	2011-2012
SCHOOL INFORMATION			
ENROLLMENT (BEDS)			
Grade 9	308	300	306
Grade 10	314	321	322
Grade 11	295	284	284
Grade 12	285	267	265
Ungraded Special Education	0	0	0
TOTAL	**1,202**	**1,172**	**1,177**
SPECIAL EDUCATION Percent of enrollment classified as special education	122 / 10.2%	137 / 11.7%	156 / 13.3%
ELL Number, percent of enrollment classified as English Language Learners	10=0.8%	15=1.3%	22=1.9%
FREE/REDUCED LUNCH Percent (range) of students who receive free or reduced lunch	80.9%	81.8%	80.5%
ATTENDANCE Average daily attendance for the entire year	97.1%	97.4%	97.3%
DROPOUT RATE * Number of students who dropped out of school	4.5% *(2006 Cohort, 4 year)*	4.0% *(2007 Cohort, 4 year)*	5.4% *(2008 Cohort, 4 year)*
SUSPENSIONS Number of students suspended	112	91	99
Number, percent of repeat offenders (with more than 2 suspensions)	13=11.6%	8=8.8%	8=8.1%

ACHIEVEMENT DATA **		Performance Level 4	3	2	1	Performance Level 4	3	2	1	Performance Level 4	3	2	1
Algebra	#	1	170	98	120								
	%	0.3%	43.7%	25.2%	30.8%								
Algebra II Trig.	#					6	37	23	64	4	35	34	39
	%					4.6%	28.5	17.7	49.2	3.6%	31.3%	30.4%	34.8%
Chemistry	#	4	64	31	10	2	31	14	6	1	38	20	4
	%	3.7%	58.7%	28.4%	9.2%	3.8%	58.5	26.4	11.3	1.6%	60.3%	31.7%	6.3%
Earth Science	#	20	73	40	79	17	62	31	59	10	46	28	42
	%	9.4%	34.4%	18.9%	37.3%	10.1%	36.7	18.3	34.9	7.9%	36.5%	22.2%	33.3%
Regents English/ELA	#	205	205	10	16	27	156	82	50	88	156	10	12
	%	47.0%	47.0%	2.3%	3.7%	8.6%	49.5%	26.0%	15.9%	33.1%	58.6%	3.8%	4.5%
Geometry	#					18	93	34	22	16	77	35	30
	%					10.8%	55.7%	20.4%	13.2%	10.1%	48.7%	22.2%	19.0%
Global History	#	77	116	70	89	69	185	56	47	92	165	50	55
	%	21.9%	33.0%	19.9%	25.3%	19.3%	51.8%	15.7%	13.2%	25.4%	45.6%	13.8%	15.2%
Intergrated Algebra	#					24	304	117	86	3	137	130	77
	%					4.5%	57.3%	22.0%	16.2%	0.9%	39.5%	37.5%	22.2%
Italian	#	13	7	0	0								
	%	65.0%	35.0%	0.0%	0.0%								
Living Environment	#	23	170	56	52	32	158	56	45	35	177	84	52
	%	7.6%	56.5%	18.6%	17.3%	11.0%	54.3%	19.2%	15.5%	10.1%	50.9%	24.1%	14.9%
Physics	#	3	23	11	18	8	20	18	12	5	25	16	24
	%	5.5%	41.8%	20.0%	32.7%	13.8%	34.5%	31.0%	20.7%	7.1%	35.7%	22.9%	34.3%
Spanish	#	68	12	1	1								
	%	82.9%	14.6%	1.2%	1.2%								
US History & Gov.	#	98	158	29	27	106	125	33	16	127	128	23	20
	%	31.4%	50.6%	9.3%	8.7%	37.9%	44.6%	11.8%	5.7%	42.6%	43.0%	7.7%	6.7%

Mercy College

Foxfire

ELA 3-8 Results, 2006 - 2012

by Year

All

Foxfire		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2006	Number	20	55	85	6	75	91	166
	Percent	12.0	33.1	51.2	3.6	45.2	54.8	100.0
2007	Number	21	71	93	5	92	98	190
	Percent	11.1	37.4	48.9	2.6	48.4	51.6	100.0
2008	Number	17	58	85	9	75	94	169
	Percent	10.1	34.3	50.3	5.3	44.4	55.6	100.0
2009	Number	8	38	111	4	46	115	161
	Percent	5.0	23.6	68.9	2.5	28.6	71.4	100.0
2010	Number	18	75	44	6	93	50	143
	Percent	12.6	52.4	30.8	4.2	65.0	35.0	100.0
2011	Number	47	114	63	1	161	64	225
	Percent	20.9	50.7	28.0	0.4	71.6	28.4	100.0
2012	Number	48	143	84	none	191	84	275
	Percent	17.5	52.0	30.5	0.0	69.5	30.5	100.0

Districtwide

ELA 3-8 Results, 2006 - 2012

by Year

Districtwide		ELA Performance Level				ELA Proficiency Status		
		1	2	3	4	Below Standard	At/Above Standard	All
2006	Number	1127	3599	4261	580	4726	4841	9567
	Percent	11.8	37.6	44.5	6.1	49.4	50.6	100.0
2007	Number	1078	4423	4475	335	5501	4810	10311
	Percent	10.5	42.9	43.4	3.2	53.4	46.6	100.0
2008	Number	623	3894	5277	371	4517	5648	10165
	Percent	6.1	38.3	51.9	3.6	44.4	55.6	100.0
2009	Number	297	3235	6153	453	3532	6606	10138
	Percent	2.9	31.9	60.7	4.5	34.8	65.2	100.0
2010	Number	1733	4666	3547	571	6399	4118	10517
	Percent	16.5	44.4	33.7	5.4	60.8	39.2	100.0
2011	Number	1762	4940	3931	140	6702	4071	10773
	Percent	16.4	45.9	36.5	1.3	62.2	37.8	100.0
2012	Number	1762	4678	4272	156	6440	4428	10868
	Percent	16.2	43.0	39.3	1.4	59.3	40.7	100.0

SCHOOL PROFILE **SAUNDERS HIGH SCHOOL**

CATEGORY	2009-2010	2010-2011	2011-2012
SCHOOL INFORMATION			
ENROLLMENT (BEDS)			
Grade 9	308	300	306
Grade 10	314	321	322
Grade 11	295	284	284
Grade 12	285	267	265
Ungraded Special Education	0	0	0
TOTAL	**1,202**	**1,172**	**1,177**
SPECIAL EDUCATION Percent of enrollment classified as special education	122 / 10.2%	137 / 11.7%	156 / 13.3%
ELL Number, percent of enrollment classified as English Language Learners	10=0.8%	15=1.3%	22=1.9%
FREE/REDUCED LUNCH Percent (range) of students who receive free or reduced lunch	80.9%	81.8%	80.5%
ATTENDANCE Average daily attendance for the entire year	97.1%	97.4%	97.3%
DROPOUT RATE * Number of students who dropped out of school	4.5% *(2006 Cohort, 4 year)*	4.0% *(2007 Cohort, 4 year)*	5.4% *(2008 Cohort, 4 year)*
SUSPENSIONS Number of students suspended	112	91	99
Number, percent of repeat offenders (with more than 2 suspensions)	13=11.6%	8=8.8%	8=8.1%

ACHIEVEMENT DATA **		2009-2010 Performance Level				2010-2011 Performance Level				2011-2012 Performance Level			
		4	3	2	1	4	3	2	1	4	3	2	1
Algebra	#	1	170	98	120								
	%	0.3%	43.7%	25.2%	30.8%								
Algebra II Trig.	#					6	37	23	64	4	35	34	39
	%					4.6%	28.5	17.7	49.2	3.6%	31.3%	30.4%	34.8%
Chemistry	#	4	64	31	10	2	31	14	6	1	38	20	4
	%	3.7%	58.7%	28.4%	9.2%	3.8%	58.5	26.4	11.3	1.6%	60.3%	31.7%	6.3%
Earth Science	#	20	73	40	79	17	62	31	59	10	46	28	42
	%	9.4%	34.4%	18.9%	37.3%	10.1%	36.7	18.3	34.9	7.9%	36.5%	22.2%	33.3%
Regents English/ELA	#	205	205	10	16	27	156	82	50	88	156	10	12
	%	47.0%	47.0%	2.3%	3.7%	8.6%	49.5%	26.0%	15.9%	33.1%	58.6%	3.8%	4.5%
Geometry	#					18	93	34	22	16	77	35	30
	%					10.8%	55.7%	20.4%	13.2%	10.1%	48.7%	22.2%	19.0%
Global History	#	77	116	70	89	69	185	56	47	92	165	50	55
	%	21.9%	33.0%	19.9%	25.3%	19.3%	51.8%	15.7%	13.2%	25.4%	45.6%	13.8%	15.2%
Intergrated Algebra	#					24	304	117	86	3	137	130	77
	%					4.5%	57.3%	22.0%	16.2%	0.9%	39.5%	37.5%	22.2%
Italian	#	13	7	0	0								
	%	65.0%	35.0%	0.0%	0.0%								
Living Environment	#	23	170	56	52	32	158	56	45	35	177	84	52
	%	7.6%	56.5%	18.6%	17.3%	11.0%	54.3%	19.2%	15.5%	10.1%	50.9%	24.1%	14.9%
Physics	#	3	23	11	18	8	20	18	12	5	25	16	24
	%	5.5%	41.8%	20.0%	32.7%	13.8%	34.5%	31.0%	20.7%	7.1%	35.7%	22.9%	34.3%
Spanish	#	68	12	1	1								
	%	82.9%	14.6%	1.2%	1.2%								
US History & Gov.	#	98	158	29	27	106	125	33	16	127	128	23	20
	%	31.4%	50.6%	9.3%	8.7%	37.9%	44.6%	11.8%	5.7%	42.6%	43.0%	7.7%	6.7%

SCHOOL PROFILE **YONKERS HIGH SCHOOL**

CATEGORY	2009-2010	2010-2011	2011-2012
SCHOOL INFORMATION			
ENROLLMENT (BEDS)			
Grade 9	277	280	298
Grade 10	265	282	290
Grade 11	262	285	287
Grade 12	208	264	284
Ungraded Special Education	12	13	14
TOTAL	**1,024**	**1,124**	**1,173**
SPECIAL EDUCATION Percent of enrollment classified as special education	44	56	70
	4.3%	5.0%	6.0%
ELL Number, percent of enrollment classified as English Language Learners	109=10.6%	109=9.7%	100=8.5%
FREE/REDUCED LUNCH Percent (range) of students who receive free or reduced lunch	66.7%	65.0%	67.5%
ATTENDANCE Average daily attendance for the entire year	96.3%	97.2%	96.7%
DROPOUT RATE * Number of students who dropped out of school	1.8% *(2006 Cohort, 4 year)*	2.6% *(2007 Cohort, 4 year)*	2.1% *(2008 Cohort, 4 year)*
SUSPENSIONS Number of students suspended	26	28	38
Number, percent of repeat offenders (with more than 2 suspensions)	0%	4=14.3%	3=7.9%

ACHIEVEMENT DATA **		Performance Level				Performance Level				Performance Level			
		4	3	2	1	4	3	2	1	4	3	2	1
Algebra	#	11	145	19	17								
	%	5.7%	75.5%	9.9%	8.9%								
Algebra II Trig.	#					20	68	52	88	67	69	32	67
	%					8.8%	29.8%	22.8%	38.6%	28.5	29.4	13.6	28.5
Chemistry	#	19	102	20	1	43	140	21	5	58	117	21	5
	%	13.4%	71.8%	14.1%	0.7%	20.6%	67.0%	10.0%	2.4%	28.9%	58.2%	10.4%	2.5%
Earth Science	#	34	101	6	9	28	79	13	8	41	63	20	17
	%	22.7%	67.3%	4.0%	6.0%	21.9%	61.7%	10.2%	6.3%	29.1%	44.7%	14.2%	12.1%
Regents English/ELA	#	178	70	10	3	171	94	8	22	204	65	7	27
	%	68.2%	26.8%	3.8%	1.1%	58.0%	31.9%	2.7%	7.5%	67.3%	21.5%	2.3%	8.9%
Geometry	#					48	155	54	32	77	189	26	23
	%					16.6%	53.6%	18.7%	11.1%	24.4%	60.0%	8.3%	7.3%
Global History	#	130	115	12	9	140	120	11	16	172	113	14	30
	%	48.9%	43.2%	4.5%	3.4%	48.8%	41.8%	3.8%	5.6%	52.3%	34.3%	4.3%	9.1%
Intergrated Algebra	#					186	198	29	35	24	123	16	23
	%					41.5%	44.2%	6.5%	7.8%	12.9%	66.1%	8.6%	12.4%
Italian	#	12	11	0	3								
	%	46.2%	42.3%	0.0%	11.5%								
Living Environment	#	89	139	24	11	131	109	13	29	141	100	17	29
	%	33.8%	52.9%	9.1%	4.2%	46.5%	38.7%	4.6%	10.3%	49.1%	34.8%	5.9%	10.1%
Physics	#	0	5	2	3	3	9	7	35				
	%	0.0%	50.0%	20.0%	30.0%	5.6%	16.7%	13.0%	64.8%				
Spanish	#	104	50	3	0								
	%	66.2%	31.8%	1.9%	0.0%								
US History & Gov.	#	172	83	4	6	177	87	7	3	162	109	11	16
	%	64.9%	31.3%	1.5%	2.3%	64.6%	31.8%	2.6%	1.1%	54.4%	36.6%	3.7%	5.4%

Yonkers Middle High School Overview

Tweet 2

Academic Indicators	
National Rank	#24
College Readiness Index	100.0
Math Proficiency	3.3
English Proficiency	3.4
Student/Teacher Ratio	16:1

09–12 Grades **1,024** Students **64** Teachers

Yonkers Middle High School
150 ROCKLAND AVE
YONKERS, NY 10705

Phone: (914) 376-8200

District: Yonkers City School District

Overview

Yonkers High School offers Advanced Placement courses and participates in the International Baccalaureate program. In line with the IB program, Yonkers High School aims to create a "community of caring learners" by encouraging community service activity among its students. Students at Yonkers High School can graduate with a standard diploma, Regents Diploma, or Regents Diploma with Advanced Designation. Extracurricular opportunities for students include clubs such as Habitat for Humanity and the Bio-Diversity Club.

Rankings / Awards

This details how this school compares to others based on *U.S. News* ranking criteria.

Medal Awarded	**Gold**
National Rank	#24
State Rank	#4
Magnet Rank	#4

See Best High Schools in New York

Students / Teachers

These counts and percentages of students and teachers are from data reported by schools to the government.

Total Enrollment	**1,024**
Total Minority Enrollment (% of total)	**72%**
Total Economically Disadvantaged (% of total)	**67%**

SEARCH HIGH SCHOOLS

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NEARBY SCHOOLS

Yonkers Middle High School is 1 of 6 schools in the Yonkers City School District.

Lincoln High School
375 KNEELAND AVE, YONKERS, NY 10704

Saunders Trades & Technical High School
183 PALMER RD, YONKERS, NY 10701

Gorton High School
100 SHONNARD PLACE, YONKERS, NY 10703

Riverside High School
565 WARBURTON AVE, YONKERS, NY 10701

See all 6 district schools

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More About Student Body

Test Scores

U.S. News calculates these values based on student performance on state exit exams and internationally available exams on college-level coursework (AP®/IB exams).

Proficient in English	93%
Proficient in Math	95%
College Readiness Index	100.0

More About Test Scores

School Data

School profile information is based on government data.

Grades Served	09 – 12
Setting	Large Suburb
Charter School	No
Magnet School	Yes
Receives Title I Funding	Yes

District

This information relates to high schools run by this school's state operating agency. Many districts contain only one high school.

Total Schools	6
Total Students	6,690
Proficient in English (district average)	87%
Proficient in Math (district average)	79%
College Readiness (district average)	32.2

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Data is based on the 2009-10 school year.

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Baruch College – Scaffolded Apprenticeship Model (SAM)

2009-10 Progress Report Overview

NYC Department of Education — HIGH SCHOOLS

School: **Bayside High School (26Q495)**

Principal: MICHAEL ATHY
Address: 32-24 CORP KENNEDY STREET
QUEENS, NY 11361

Main Phone: 718-229-7600
School Type: High School
Enrollment: 3575

For a translation of this overview, please visit
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The NYC School Progress Report informs families about the school's strengths and weaknesses, emphasizing how far students have come in the past year. Progress Report grades are made up of 3 sections: student progress, student performance, and school environment. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

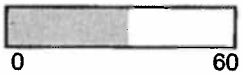
Overall Progress Report Grade

B

Student Progress

C

31.6 out of 60



The Student Progress grade is based on the annual progress students make toward meeting the State's graduation requirements by earning course credits passing State Regents exams.

Student Performance

B

15.1 out of 25

The Student Performance grade is based on how many students are graduating, and the types of diplomas they earn.

School Environment

B

9.2 out of 15

The School Environment grade is based on student attendance and your school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

Additional Credit

13.5 (15 points max)

Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.

Overall Grade

B

69.4 out of 100

The Overall Grade is based on the total of all scores above, including additional credit.

My Student's Performance

1. How can I learn more about my student's academic performance?

To learn about your student's Regents exam scores, grades, and other information, speak to your student's guidance counselor, principal, or teacher. You can also visit ARIS Parent Link at arisparentlink.org.

2. What does my student have to do to graduate?

New York State is in the middle of a multi-year process of raising the standards for graduation.

In the past, a student could earn a Local Diploma by achieving a grade of 55 or higher on Regents exams in English, Math, Science, Global History and Geography, and United States History and Government. To earn a Regents Diploma, a student had to achieve a grade of 65 or higher on those five exams.

The State is phasing out the Local Diploma for most students (students with disabilities will still be eligible for Local Diplomas). This means that students who graduated in 2010 had to earn a grade of 65 or higher on at least three of the five exams to earn a Local Diploma. Students who graduate in 2011 will have to earn a grade of 65 or higher on at least four of the five exams to earn a Local Diploma. And in 2012, when there will no longer be a Local Diploma option, students will have to earn a grade of 65 or higher on all five exams to graduate with a Regents Diploma.

To earn a Local or Regents Diploma, students must also earn 44 course credits, including the completion of requirements in certain subject areas.

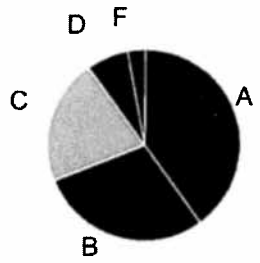
To learn more about your student's progress toward graduation, or how as a parent you might help your child directly, speak to your student's guidance counselor, principal, or teacher.

My School's Performance

3. How are schools graded?

A high school's overall Progress Report grade is based on the number of overall points it earns:

- Schools earning 70 or more points received As (40% of schools)
- Schools earning between 58 and 69 points received Bs (29% of schools)
- Schools earning between 47 and 57 points received Cs (21% of schools)
- Schools earning between 40 and 46 points received Ds (7% of schools)
- Schools earning less than 40 points received Fs (3% of schools)



4. What happens if a school receives a D or an F?

Schools that receive Ds or Fs, or Cs for 3 years in a row, or that scored below proficient on the school Quality Review, are evaluated to determine the reasons for their poor performance and provided with intensive support so they can improve. To learn more, visit http://schools.nyc.gov/community/planning/Support+and+Intervention.html.

5. Where do I go if I have specific questions about my student's school?

Your school's principal can answer questions about the school, this overview, and the Progress Report.

In addition, many schools have a Parent Coordinator. The Parent Coordinator works to create a welcoming school environment for parents, conduct outreach to engage parents in their children's education, and strengthen parent involvement in their children's education.

To contact your school's principal or Parent Coordinator, call the main office. You can reach this school's main office by calling 718-229-7600.

2010-11 Progress Report Overview

NYC Department of Education

HIGH SCHOOLS

School: **Bayside High School (26Q495)**

Principal: Michael Athy
Address: 32-24 CORP KENNEDY STREET
QUEENS, NY 11361

Main Phone: 718-229-7600
School Type: High School
Enrollment: 3628

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Overall Progress Report Grade

A

Student Progress **B**	**39.8** out of 60 points (0 – 60)		The Student Progress grade is based on the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing State Regents exams.
Student Performance **B**	**16.6** out of 25 points (0 – 25)		The Student Performance grade is based on how many students are graduating and the types of diplomas they earn.
School Environment **C**	**7.0** out of 15 points (0 – 15)		The School Environment grade is based on student attendance and the school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	**8.0**	(14 points max)	Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.
Overall Grade **A**	**71.4** out of 100 points (0 – 100)		The Overall Grade is based on the total of all scores above, including additional credit. Category scores may not add up to overall score because of rounding.

What's new on this year's Progress Report?

This year's Progress Report is very similar to last year's, but there are a few additional credit measures that are new for this year. As part of a citywide initiative to expand opportunities for underserved Black and Hispanic males, the Progress Report now awards additional credit to schools that are raising the achievement of these students.

We are also working to make classrooms more inclusive for students with disabilities. The Progress Report now awards additional credit to schools placing students with disabilities in less restrictive environments.

What are schools doing to get students ready for college and careers?

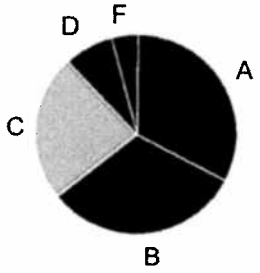
Students who learn to solve problems and think critically are more likely to graduate from high school ready for college. New York and many other states are transitioning to new learning standards, called the Common Core standards, designed to prepare all students for success in college and careers. Teachers are already beginning to integrate these new standards into class work. To learn more about Common Core standards, ask your child's teacher or visit our Common Core Library online at http://schools.nyc.gov/Academics/CommonCoreLibrary/FamilyResources.

As we continue to work toward graduating students who are college and career ready, we are setting specific instructional expectations for this school year. Principals and teachers are preparing to strengthen student work by examining and refining what students are learning, how they are learning, and how they are being tested on what they learn. We are also working to develop excellent teachers in all of our schools by examining and refining the feedback teachers receive about their work.

How many schools earned each grade?

A high school's overall Progress Report grade is based on the number of overall points it earns:

- Schools earning 70 or more points received As (33% of schools)
- Schools earning between 58 and 69.9 points received Bs (32% of schools)
- Schools earning between 47 and 57.9 points received Cs (24% of schools)
- Schools earning between 40 and 46.9 points received Ds (8% of schools)
- Schools earning less than 39.9 points received Fs (4% of schools)



What happens if a school receives a low grade?

Strong Progress Report results are the basis for rewards for school leaders and poor results are an important factor in determining support and intervention needs for schools. If a school receives a D or an F, it indicates that students in that school are demonstrating a slower pace of learning and progress than students at similar schools.

If your child's school received a low grade, take the opportunity to ask the school's principal, parent coordinator, and staff members about plans for improving. The Department of Education closely monitors schools that receive Ds, Fs, or Cs or worse for three years in a row. These schools are evaluated and considered for intensive support or intervention.

How can I learn more about my student's academic performance?

You can keep track of your child's daily attendance, schedule, and test scores on ARIS Parent Link at www.arisparentlink.org. ARIS Parent Link is available in ten languages and has information about ways to support your child in school. Contact the parent coordinator at your child's school if you have questions about logging on or need your password.

To contact your school's principal or parent coordinator, call the main office. You can reach this school's main office by calling 718-229-7600

Progress Report Overview 2011-12

NYC Department of Education

HIGH SCHOOLS

School: **Bayside High School (26Q495)**

Principal: Michael Athy
Address: 32-24 Corporal Kennedy Street
Queens, NY 11361

Main Phone: 718-229-7600
School Type: High School
Enrollment: 3308

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Overall Progress Report Grade

A

Student Progress **B**	**37.5**	out of 55 points (0 – 55)	The Student Progress grade is based on the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing State Regents exams.
Student Performance **A**	**14.9**	out of 20 points (0 – 20)	The Student Performance grade is based on how many students are graduating and the types of diplomas they earn.
School Environment **B**	**9.7**	out of 15 points (0 – 15)	The School Environment grade is based on student attendance and the school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.
College and Career Readiness **A**	**8.6**	out of 10 points (0 – 10)	College and Career Readiness measures how well students are prepared for life after high school on the basis of passing advanced courses, meeting English and math standards, and enrolling in a post-secondary institution.
Closing the Achievement Gap	**4.2**	(16 points max)	Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.

Overall Grade **A**

74.9 out of 100 points (0 – 100)

The Overall Grade is based on the total of all scores above, including additional credit. Category scores may not add up to overall score because of rounding.

What's new on this year's Progress Report?

This year's Progress Report has the same metrics as last year, plus a new section for "College and Career Readiness" that recognizes schools for success in preparing students for life after high school. This includes taking preparatory courses such as Advanced Placement or technical courses and meeting the standards for English and math readiness set by the City University of New York. The section also measures enrollment in postsecondary programs including college, vocational programs, and public service (e.g. military).

What are schools doing to get students ready for college and careers?

Students who learn to solve problems and think critically are more likely to graduate from high school ready for college. New York and many other states are transitioning to new learning standards, called the Common Core standards, designed to prepare all students for success in college and careers. Teachers are already beginning to integrate these new standards into class work. To learn more about Common Core standards, ask your child's teacher or visit our Common Core Library online at:

http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/default.htm

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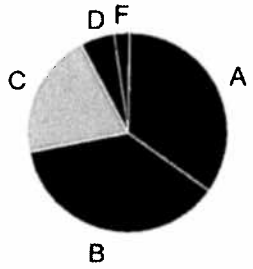
How many schools earned each grade?

A high school's overall Progress Report grade is based on the number of overall points it earns:

- Schools earning 70 or more points received As (35% of schools)
- Schools earning between 58 and 69.9 points received Bs (37% of schools)
- Schools earning between 47 and 57.9 points received Cs (20% of schools)
- Schools earning between 40 and 46.9 points received Ds (5% of schools)
- Schools earning less than 39.9 points received Fs (3% of schools)



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2009-10 Progress Report Overview

NYC Department of Education

TRANSFER SCHOOLS

School:	**Brooklyn Bridge Academy (18K578)**
Principal:	MYRNA WALTERS
Address:	6565 FLATLANDS AVENUE BROOKLYN, NY 11236
Main Phone:	718-968-1689
School Type:	High School Transfer
Enrollment:	214

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Overall Progress Report Grade

C

Student Progress

C

31.3 out of 60

0 — 60

The Student Progress grade is based on the annual progress students make toward meeting the State's graduation requirements by earning course credits passing State Regents exams, and changes in the student attendance rate between 2008-09 and 2009-10.

Student Performance

D

11.3 out of 25

0 — 25

The Student Performance grade is based on how many students are graduating within 6 years of starting high school, and the types of diplomas they earned.

School Environment

C

7.8 out of 15

0 — 15

The School Environment grade is based on your school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

Additional Credit

0.0 (15 points max)

Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students who were overage and had too few course credits when they started at the school.

Overall Grade

C

50.4 out of 100

0 — 100

The Overall Grade is based on the total of all scores above, including additional credit.

My Student's Performance

1. How can I learn more about my student's academic performance?

To learn about your student's Regents exam scores, grades, and other information, speak to your student's guidance counselor, principal, or teacher. You can also visit ARIS Parent Link at arisparentlink.org.

2. What does my student have to do to graduate?

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To earn a Local or Regents Diploma, students must also earn 44 course credits, including the completion of requirements in certain subject areas.

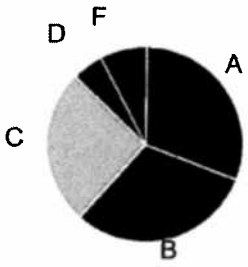
To learn more about your student's progress toward graduation, or how as a parent you might help your child directly, speak to your student's guidance counselor, principal, or teacher.

My School's Performance

3. How are schools graded?

A transfer school's overall Progress Report grade is based on the number of overall points it earns:

- Schools earning 68 or more points received As (31% of schools)
- Schools earning between 56 and 67 points received Bs (31% of schools)
- Schools earning between 46 and 55 points received Cs (26% of schools)
- Schools earning between 38 and 45 points received Ds (5% of schools)
- Schools earning less than 38 points received Fs (8% of schools)



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In addition, many schools have a Parent Coordinator. The Parent Coordinator works to create a welcoming school environment for parents, conduct outreach to engage parents in their children's education, and strengthen parent involvement in their children's education.

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2010-11 Progress Report Overview

NYC Department of Education

TRANSFER SCHOOLS

School:	**Brooklyn Bridge Academy (18K578)**
Principal:	Max Jean Paul
Address:	6565 FLATLANDS AVENUE BROOKLYN, NY 11236
Main Phone:	718-968-1689
School Type:	High School Transfer
Enrollment:	230

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Overall Progress Report Grade

C

Student Progress

C

32.0 out of 60 points

The Student Progress grade is based on the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing State Regents exams, and changes in the student attendance rate between 2009-10 and 2010-11.

Student Performance

D

10.8 out of 25 points

The Student Performance grade is based on how many students are graduating within 6 years of starting high school, and the types of diplomas they earned.

School Environment

F

3.7 out of 15 points

The School Environment grade is based on your school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

Closing the Achievement Gap

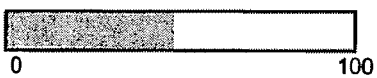
1.0 (14 points max)

Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students who were overage and had too few course credits when they started at the school.

Overall Grade

C

47.5 out of 100 points



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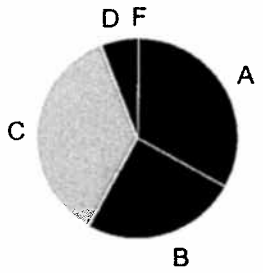
How many schools earned each grade?

A high school's overall Progress Report grade is based on the number of overall points it earns:

- Schools earning 68 or more points received As (33% of schools)
- Schools earning between 56 and 67.9 points received Bs (25% of schools)
- Schools earning between 46 and 55.9 points received Cs (36% of schools)
- Schools earning between 38 and 45.9 points received Ds (6% of schools)
- Schools earning less than 37.9 points received Fs (0% of schools)



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To contact your school's principal or parent coordinator, call the main office. You can reach this school's main office by calling 718-968-1689.

Progress Report Overview 2011-12

NYC Department of Education

HIGH SCHOOLS

School: **Brooklyn Bridge Academy (18K578)**

Principal: Max Jean Paul
Address: 6565 Flatlands Avenue
Brooklyn, NY 11236

Main Phone: 718-968-1689
School Type: High School Transfer
Enrollment: 217

For a translation of this overview, please visit
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Overall Progress Report Grade

B

Student Progress **A**	**37.9** out of 55 points (0–55)		The Student Progress grade is based on the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing State Regents exams.
Student Performance **B**	**11.3** out of 20 points (0–20)		The Student Performance grade is based on how many students are graduating and the types of diplomas they earn.
School Environment **C**	7.6 out of 15 points (0–15)		The School Environment grade is based on student attendance and the school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.
College and Career Readiness **D**	**4.1** out of 10 points (0–10)		College and Career Readiness measures how well students are prepared for life after high school on the basis of passing advanced courses, meeting English and math standards, and enrolling in a post-secondary institution.
Closing the Achievement Gap	**5.4**	(16 points max)	Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.

Overall Grade **B**	**66.3** out of 100 points (0–100)	The Overall Grade is based on the total of all scores above, including additional credit. Category scores may not add up to overall score because of rounding.

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How many schools earned each grade?

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- Schools earning between 56 and 67.9 points received Bs (28% of schools)
- Schools earning between 46 and 55.9 points received Cs (35% of schools)
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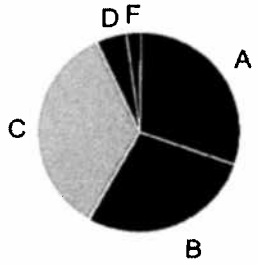
- Schools earning less than 37.9 points received Fs (2% of schools)



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2009-10 Progress Report Overview

NYC Department of Education — HIGH SCHOOLS

School: **High School for Youth and Community Development at Erasmus (17K537)**

Principal: MARY PRENDERGAST
Address: 911 FLATBUSH AVENUE
BROOKLYN, NY 11226

Main Phone: 718-564-2470
School Type: High School
Enrollment: 420

For a translation of this overview, please visit
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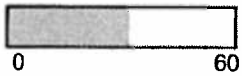
Overall Progress Report Grade

C

Student Progress

C

31.6 out of 60



The Student Progress grade is based on the annual progress students make toward meeting the State's graduation requirements by earning course credits passing State Regents exams.

Student Performance

C

14.3 out of 25

The Student Performance grade is based on how many students are graduating, and the types of diplomas they earn.

School Environment

C

8.2 out of 15

The School Environment grade is based on student attendance and your school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

Additional Credit

3.0 (15 points max)

Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.

Overall Grade

C

57.1 out of 100

The Overall Grade is based on the total of all scores above, including additional credit.

My Student's Performance

1. How can I learn more about my student's academic performance?

To learn about your student's Regents exam scores, grades, and other information, speak to your student's guidance counselor, principal, or teacher. You can also visit ARIS Parent Link at arisparentlink.org.

2. What does my student have to do to graduate?

New York State is in the middle of a multi-year process of raising the standards for graduation.

In the past, a student could earn a Local Diploma by achieving a grade of 55 or higher on Regents exams in English, Math, Science, Global History and Geography, and United States History and Government. To earn a Regents Diploma, a student had to achieve a grade of 65 or higher on those five exams.

The State is phasing out the Local Diploma for most students (students with disabilities will still be eligible for Local Diplomas). This means that students who graduated in 2010 had to earn a grade of 65 or higher on at least three of the five exams to earn a Local Diploma. Students who graduate in 2011 will have to earn a grade of 65 or higher on at least four of the five exams to earn a Local Diploma. And in 2012, when there will no longer be a Local Diploma option, students will have to earn a grade of 65 or higher on all five exams to graduate with a Regents Diploma.

To earn a Local or Regents Diploma, students must also earn 44 course credits, including the completion of requirements in certain subject areas.

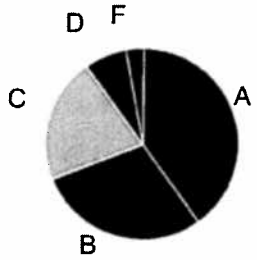
To learn more about your student's progress toward graduation, or how as a parent you might help your child directly, speak to your student's guidance counselor, principal, or teacher.

My School's Performance

3. How are schools graded?

A high school's overall Progress Report grade is based on the number of overall points it earns:

- Schools earning 70 or more points received As (40% of schools)
- Schools earning between 58 and 69 points received Bs (29% of schools)
- Schools earning between 47 and 57 points received Cs (21% of schools)
- Schools earning between 40 and 46 points received Ds (7% of schools)
- Schools earning less than 40 points received Fs (3% of schools)



4. What happens if a school receives a D or an F?

Schools that receive Ds or Fs, or Cs for 3 years in a row, or that scored below proficient on the school Quality Review, are evaluated to determine the reasons for their poor performance and provided with intensive support so they can improve. To learn more, visit http://schools.nyc.gov/community/planning/Support+and+Intervention.html.

5. Where do I go if I have specific questions about my student's school?

Your school's principal can answer questions about the school, this overview, and the Progress Report.

In addition, many schools have a Parent Coordinator. The Parent Coordinator works to create a welcoming school environment for parents, conduct outreach to engage parents in their children's education, and strengthen parent involvement in their children's education.

To contact your school's principal or Parent Coordinator, call the main office. You can reach this school's main office by calling 718-564-2470.

2010-11 Progress Report Overview

Department of Education

HIGH SCHOOLS

School: **High School For Youth And Community Development At Erasmus (17K537)**

Principal: Mary Prendergast
Address: 911 FLATBUSH AVENUE
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Main Phone: 718-564-2470
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Overall Progress Report Grade

C

Student Progress

C

34.3 out of 60 points

0 60

The Student Progress grade is based on the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing State Regents exams.

Student Performance

F

9.1 out of 25 points

0 25

The Student Performance grade is based on how many students are graduating and the types of diplomas they earn.

School Environment

B

8.7 out of 15 points

0 15

The School Environment grade is based on student attendance and the school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.

Closing the Achievement Gap

1.0 (14 points max)

Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.

Overall Grade

C

53.2 out of 100 points

0 100

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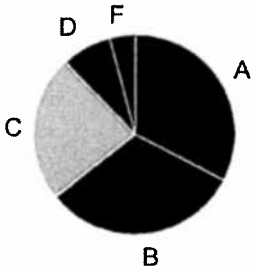

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Overall Progress Report Grade

A

Student Progress **B**	**37.3** out of 55 points	0 55	The Student Progress grade is based on the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing State Regents exams.
Student Performance **B**	**12.4** out of 20 points	0 20	The Student Performance grade is based on how many students are graduating and the types of diplomas they earn.
School Environment **B**	**9.1** out of 15 points	0 15	The School Environment grade is based on student attendance and the school's NYC School Survey, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement.
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Closing the Achievement Gap	**6.3** (16 points max)		Schools receive additional credit for exceptional graduation results among students with disabilities and English Language Learners, and for exceptional graduation and/or Regents results among students with the lowest proficiency citywide.

Overall Grade **A**	**71.2** out of 100 points	0 100	The Overall Grade is based on the total of all scores above, including additional credit. Category scores may not add up to overall score because of rounding.

What's new on this year's Progress Report?

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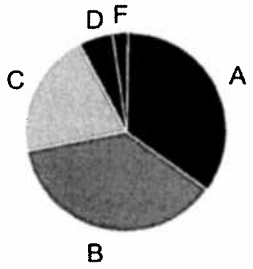

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Center for Research on the Context of Teaching
Stanford University

CRC

Leadership Development and School Reform through the Scaffolded Apprenticeship Model (SAM)

Joan E. Talbert
with
Lambrina Mileva
Milbrey McLaughlin
John Schoener
M. Ken Cor
Pai-rou Chen
Wendy Lin

October 2009

The SAM evaluation is being conducted under the auspices of New Visions for Public Schools. Primary funding for the SAM II evaluation came from the U.S. Department of Education's School Leadership program through the New York City Leadership Project. The SAM III-IV evaluation is funded by the Carnegie Corporation. Opinions expressed here do not necessarily represent those of New Visions or of its funders. We thank Ronald Chaluisan and Beverly Donohue of New Visions and Nell Scharff and Liz Gewirtzman of Baruch College for their ongoing support of the evaluation and for comments on an earlier draft of this report. We are grateful to the principals and inquiry team members of all SAM II and New Visions' PSO schools for the time and thought they have contributed to our annual surveys, interviews, and focus groups. Special thanks to the Marble Hill SAM teams whose work over four years is featured in this report.

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Leadership Development and School Reform through the Scaffolded Apprenticeship Model (SAM):

Introduction

Despite growing agreement among researchers and policy makers that evidence-based practice, collaborative learning, and distributed leadership are key to continuous school improvement, limited understanding exists about how schools and school systems can establish these conditions. Although the "terms" associated with these improvement strategies travel well, "the underlying conceptualization and thinking do not" (Fullan, 2005, p. 10). Nor do most studies of exemplary schools provide a theory of change for creating their effective cultures and practices.

The Scaffolded Apprenticeship Model (SAM) attempts to fill these gaps. It offers a theory of change and design for collaborative, evidence-based practice and broad leadership development that is beginning to show strong results. SAM integrates a university-based, degree-granting leadership development program with inquiry-based school reform. This marriage and principles for practice in each domain are grounded in lessons from research on administrator credentialing programs and on school reform. Through its credentialing program, SAM develops the capacity for a school leadership team, composed of teachers from different school units, to use data to identify student learning gaps and target interventions to expand the school's "sphere of success." SAM aims to develop school teams' capacity to achieve significant improvements in student achievement and, at the same time, to develop a pipeline of school administrators equipped to lead inquiry-based reform in high-poverty urban schools.

This report evaluates SAM's outcomes and describes how and with what challenges school teams develop effective inquiry practices and lead school reform. We first document the rationale for SAM in terms of key research findings that ground the program and describe its design and core principles for team practice. Then we summarize outcomes and experiences of SAM II participants and their schools, including a case study of one small high school that participated in SAM II and subsequent iterations of the program.[1] Our analysis spans a period of approximately four years, including the time SAM II teams participated in the credentialing program (January 2006-June 2007) and the subsequent two years. This time frame affords a look at the developmental trajectory of school leadership and change, as well as a fair short-term assessment of student and administrator pipeline outcomes.

The study's findings have implications for ongoing SAM work in New York City and beyond[2] and for other initiatives that promote teachers' use of student assessment data for continuous school improvement. Currently, two versions of SAM are being implemented in New

[1] SAM II is the second iteration of SAM that involved teams from14 schools. Liz Gewirtzman and Nell Scharff of The Baruch College School of Public Affairs co-directed the work of five SAM II instructors working with these schools. SAM I was a pilot program with 4 schools led by Liz Gewirtzman and Nell Scharff of Baruch College and Ronald Chaluisan of New Visions for Public Schools.

[2] SAM is currently being implemented in Boston Public Schools through a partnership with the Boston Plan for Excellence (BPE) and in the San Francisco Bay Area through partnerships between the Bay Area Coalition for Equitable Schools (BayCES) and the Oakland, Berkeley, and Emeryville school districts.

York City schools. One is a certification version that replicates SAM II, successful completion of which results in an administrative credential through the School of Public Affairs, Baruch College.[3] A non-certification version offers on-site facilitation of the inquiry team's work but not the structured assignments, intensive support, and accountability of the certification program. This study compares inquiry progress and outcomes for schools in their fourth year of the certification model with those with less than two years of the non-certification version.

Lessons from SAM are especially important in the NYC context where demand for administrators in high-need schools is expanding beyond pipeline capacity and where DOE policy mandates that all schools have an Inquiry Team charged with implementing the model of data-based decision making developed in SAM.[4] Beyond NYC, demand for school leaders skilled in leading inquiry-based reform has grown through NCLB (2002) and state and local accountability systems that call for evidence of continual improvement in student achievement.

SAM's Rationale and Research Grounding

SAM puts forth a new paradigm for administrator preparation that involves school teams in using data-based inquiry to improve student achievement in their school. It addresses limitations of traditional credentialing programs for preparing administrators and takes on the challenges of developing evidence-based practice in schools.

Limitations of traditional credential programs.[5] The critical role of leadership in organizational effectiveness is well documented within and outside education (Fullan, 2001; Harris, 2008; Senge, 1999). In particular, turning around troubled schools depends upon leaders who deeply understand the problems of change and know how to act strategically to build capacity for improvement. This entails building collaboration and the collective efficacy of a group to improve student learning (Sharratt & Fullan, 2005). Such leadership skills and stance are fundamental to improving education in high-need urban settings.

As knowledge of the nature of leadership for school improvement expands, it is clear that typical administrator credentialing programs are not well designed to prepare school change leaders, especially for inner city schools. Many programs have low admission and graduation standards, weak curriculum and instruction, and clinical experiences that are inadequate in quantity and quality (Levine, 2005). Not surprisingly, then, success in a university setting is a poor predictor of success in a school setting (Gladwell, 2008; Kane et al, 2006; Rockoff, Jacob,

[3] SAM III (January 2008-December 2009) involved teams from 17 schools in New Visions' PSO (11) and in the ESO (7), including four schools that had been involved in SAM II. Nell Scharff of Baruch College trained six SAM III instructors to work with these schools. SAM IV was launched in September 2009. Further, during 2009-10, Brooklyn College and Lehman College are developing SAM as an option in their administrative credentialing programs.

[4] In 2007-08, the New York City chancellor initiated the requirement that all schools create an Inquiry Team charged with using data to improve student outcomes. The policy is an attempt to scale up SAM; it replicates the design for composing teams and the inquiry model. This mandate is part of the Department of Education's *Children First Initiative*, which also increases principal authority and accountability for results and provides a range of diagnostic data to support school improvement.

[5] The rationale presented here draws heavily on Gewirtzman's (2009) proposal to New York State for an Educational Leadership Program Enhancement grant to extend SAM to administrator credentialing programs beyond Baruch.

et al, 2008). Skills that enable success in typical administrator preparation programs do not necessarily correlate with those needed to lead schools, particularly high need ones. The intensity and quality of a practical experience component or internship vary widely across programs, but they cannot replicate the hands on experience of leading a school change process.

SAM is designed to address the gap between individual learning in a credentialing program and conditions of leading school improvement. It does this in several ways. First, it involves a team that includes promising teacher leaders across the school. Research shows that "distributed leadership" is key to continuous and sustained improvement (Spillane, 2006) and that, especially in high schools, school reform efforts can be stymied by the segregated worlds of subject areas (Siskin, 1994). SAM prompts schools to put together teams of aspiring leaders who span school units – subject departments or Small Learning Communities (SLCs) in secondary schools and grade levels in elementary schools. This design establishes conditions for the team's leadership to span the school, as well as for participants to learn how to function in a collaborative leadership team.

Second, SAM's curriculum is designed around real problems of improving student achievement in schools, established standards for team functioning and leadership practices, and assignments focused on the team's school and student population.

Ultimately, SAM develops new school leaders' capacity to work effectively in school teams that use evidence to continually improve student achievement. Although SAM intends that some graduates will become principals or APs in their own or another school within a few years, the program also expects that some participants will continue as strong leaders of inquiry work in their school.

Challenges of inquiry-based school reform. Despite policy demands for schools to use assessment data to evaluate and improve performance (NCLB, 2002) and local education leaders' enthusiasm for this theory of change (Archer, 2005), research on schools' use of evidence to make instructional improvements suggests that few do so. Challenges stem from incoherence between administrators' and teachers' conceptions of useful data, difficulty translating knowledge of student learning gaps into instructional interventions, and teaching cultures and school politics that maintain the status quo (Lachat and Smith, 2005).

Research finds that, for one, educators and administrators tend to hold different conceptions of what constitutes valuable evidence (Coburn and Talbert, 2006). As a result, district data systems and designs for schools' use of these for instructional improvement often are out of sync with teachers' needs. Second, teachers typically have little experience or support in using assessment data to detect specific student learning gaps and to design or identify effective instructional interventions (McLaughlin and Mitra, 2003; McLaughlin and Talbert, 2006), and tend to resist evidence use as a means for improving instruction (Ingram, Louis, and Schroeder, 2004; Supovitz and Klein, 2003). Third, when pressed to teach to their state's standards for content instruction and to follow district pacing guides, teachers often feel they have little slack to diagnose and address the learning needs of students who fall far below grade-level preparation.

In addition, norms of privacy in teaching work against educators developing collective responsibility for improving instruction (Little, 1982). Current federal policy under NCLB that defines "teaching quality" as individual and based in formal education does nothing to challenge teacher autonomy norms; while proposed state and local merit pay schemes that would isolate individual teachers' value to student learning are likely to further inhibit teacher collaboration and shared responsibility to improve student achievement. Challenges of developing teachers' capacity and desire for evidence-based school improvement are particularly daunting in high schools due to their size and organizational complexity, subject-specific assessments, sub-cultures that resist school-wide instructional interventions, and typical teacher-tracking practices (McLaughlin and Talbert, 2001; 2007; Talbert, 2002).

School leaders who take on the challenge of developing evidence-based practice in education thus encounter a wide range of technical, organizational, cultural, political, and policy obstacles (Talbert and Wood, 2007). The SAM program partners with schools to help develop their leadership capacity for school culture change. As elaborated below, the administrator credentialing program is designed both to address challenges to evidence-based practice within participating school teams and to prepare the teams to lead change in their or another school.

SAM's Theory of School Change and Design

SAM's stance on the problem of change is that every school has a "sphere of success" – a group of students with whom the school is currently successful – and the challenge is to continually expand the sphere by using evidence of struggling students' skill gaps and addressing them. This agenda for school reform seems fairly straightforward. However, because its objective challenges current practices and thinking about quality education, as outlined above, it requires a program that strategically shifts teachers' and administrators' thinking about why students struggle to succeed and how teachers and schools can address their needs.

SAM's design features teams, tasks, and tools to develop leaders capable of moving the culture of a school toward conditions for continuous improvement. Each is designed to both challenge participants' habits of mind that maintain a sphere of success in the school and to develop their skills in leading colleagues toward new perspectives and practices. SAM also includes a facilitator to guide the work and keep the team centered on student learning.

The Inquiry Team. As a model for developing school leadership capable of addressing school failures, SAM creates an "inquiry team" comprised of teacher leaders representing a broad array of school units. The inquiry team is a vehicle for distributing school leadership broadly. At the same time, it creates a community of practice around the work of improving student learning through data-based inquiry. The SAM curriculum supports the inquiry process and also guides the team to think systemically about the problem of school change and leading learning within a school. SAM participants learn how to work as a leadership team and how to lead culture change with colleagues through modeling a learning stance and sharing evidence of effective interventions.

Tasks to guide inquiry practice. As a design for developing teachers' collaboration to improve student achievement, SAM focuses the team's joint work around specific tasks. Teams are prompted to:

- Identify gaps in skills of targeted students outside the sphere of success and gaps in instruction to address their learning needs;
- Design high-leverage instructional and programmatic responses that close the skill gaps and accelerate student achievement; and
- Engage colleagues in inquiry.

These tasks anchor SAM's curriculum and assignments in three phases: research, action, and leadership. In the research phase, the team studies their school through the lens of a specific skill gap for struggling students, coming to understand how patterns in decision-making school-wide reliably produce the current sphere of student success. In the action phase, the team learns from iterative phases of action research to improve outcomes for target students and to improve one or more decision-making systems schoolwide that have produced underperformance for targeted students in the first place. In phase 3, the team focuses explicitly on leading colleagues to conduct and own the inquiry process, so that evidence-based improvement can be sustained. Team assignments and selected readings support connections between practical problems and conceptual frames and guidelines from relevant literatures within each practice-based module. For example, the task of focusing closely on the skill gaps of a small group of struggling students prompts participants to shift their thinking from teaching to learning and sets the stage for their purposeful reading of formative assessment literature and, ultimately, of literature on leading school culture change.

A core SAM principle for school change is "getting small" in order to go big with evidence-based improvement.[6] A SAM team (small strategic group in their school) is prompted to start with a small number of students, focus on a specific skill gap – such as reading comprehension – and move the students on a particular learning target (LT) relevant to that gap, such as topic recognition or using context cues.[7] This not only makes the team's work manageable in scope, but also prompts important shifts in team members' perspectives about why students are not successful and how their learning can be accelerated. For one, it shifts their focus from assumptions about reasons for student failure to evidence-based knowledge around specific skill gaps. Second, by investigating where and how a student can learn a specific skill in the school, their view of instruction shifts from curriculum delivery and teacher expertise in a subject to student learning.

Tools to frame and support SAM teams' work. SAM's curriculum requires that teams use multiple tools to identify and address needs for system change in their schools. The tools are designed to support a precise and rigorous focus on *how* current conditions produce current outcomes and *how* they can change these conditions.

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[6] See Talbert and Scharff (2008).

[7] A learning target is more granular than a skill or subskill. For example, the skill of reading includes the subskill comprehension (as well as phonemic awareness, phonics, fluency, and vocabulary). Comprehension, in turn, includes learning targets such as topic recognition, using context cues, and inferring or drawing conclusions.

Key tools include:

1. Low-inference transcripts (LITs): verbatim scripts of everything that is said in a classroom. SAM participants learn to create and analyze these transcripts through the focused lens of an identified skill gap for target students.
2. Readings aligned with SAM modules.
3. Protocols for coaching and inter-visitations.

Low inference transcripts are used to help shift participants' views from teaching to learning and to help them to disentangle assumption from fact (a pre-requisite for opening their minds to alternative ways of seeing target students and their potential impact on those students). LITs also provide valuable data for understanding the curriculum as taught and experienced by students – rather than as it exists on a map or in participants' minds. When SAM participants analyze transcripts through the very specific lens of what target students do not know to see if it is taught to them, they are directly confronted with the reality that students typically do not have opportunity in any of their classes to learn the skills they lack. In this way, this tool supports the core task of understanding how current conditions produce current outcomes.

Readings are designed to support a changed view or new idea and are usually scaffolded by an experience, rather than vice versa, as is usually the case with other credentialing programs. Carefully selected readings for each SAM module help participants to make cognitive shifts essential to the work. For example, during the research phase, participants read articles and chapters that address differences between summative and formative assessments (Popham, 2001); during the action phase, they read pieces that support a shift from research to action, such as "Closing the Knowing-Doing Gap" (DuFour, Eaker and Dufour, 2005); and during the sustainable leadership phase they read such pieces as *Leadership on the Line* (Heifetz and Lusky, 2002).

Protocols for facilitator coaching with team members and inter-visitations between schools guide facilitators' action to support individual and school cultural shifts. Individual leadership coaching by a trained SAM facilitator provides participants an opportunity to work on increasing strategies for managing what is most difficult for them personally in the work of doing and leading school improvement. The coaching protocol leads the participant to identify an area of personal challenge, to understand the assumptions and beliefs that create current responses, and to develop a plan for addressing them.

Inter-visitations are designed to support each school team's learning through both getting on-site feedback from the SAM colleagues from other teams and developing a lens and norms for providing useful feedback to colleagues. The protocol establishes a structure and norms for a productive visit: the visited school articulates a problem of change and invites a team or teams to participate in the problem-solving process. The visiting team collects data and offers it to the hosts, who can then utilize this to publicly work towards solving school-wide problems. The SAM practice and protocol are designed to support a shift toward public learning and the development of leaders' skills in giving honest and actionable feedback.

Facilitators. A SAM facilitator supports the team's use of data to design and monitor instructional interventions to close skill gaps, to improve decision-making systems that led to the

identified gaps, and to lead colleagues to do the same. The facilitator keeps the team on task, provides feedback on the quality of their work, and pushes them to develop the discipline of inquiry. For example, holding the team accountable for rigorously assessing interventions according to evidence of accelerated student learning in one measurable skill pushes participants to examine current practices and the decision-making systems that underlie these practices. In turn, the work provides a leverage point for individual and organizational change.

Facilitators are expected to interpret and help to enact the SAM program with each participating school team. Because coursework is specific to each team and its student achievement gaps, facilitators need to be deeply grounded in core program principles and clear on how the tasks and tools both leverage and support learning in the teams. Toward this end, the SAM program has built in a day per week in which facilitators convene to develop seminar lesson designs, review team work on assignments and calibrate standards for assessments. These practices use ensure program quality. Facilitators also raise issues from their work with school teams and administrators that focus discussion of strategic responses, critical to their success in supporting the change process. A facilitator community of practice is a key resource for the SAM program, enabling it to make ongoing refinements that advance the work and to support facilitators' ongoing learning to improve their practice with schools.

Figure 1 presents the overall design and logic model for SAM II and a schema for the evaluation. It shows partners and their responsibilities in developing and implementing SAM over time and specifies assumptions about how the model is implemented in schools and with what intermediate and ultimate outcomes. In this visual representation of SAM's logic model, "SAM Inquiry Model" refers to the program features just described.

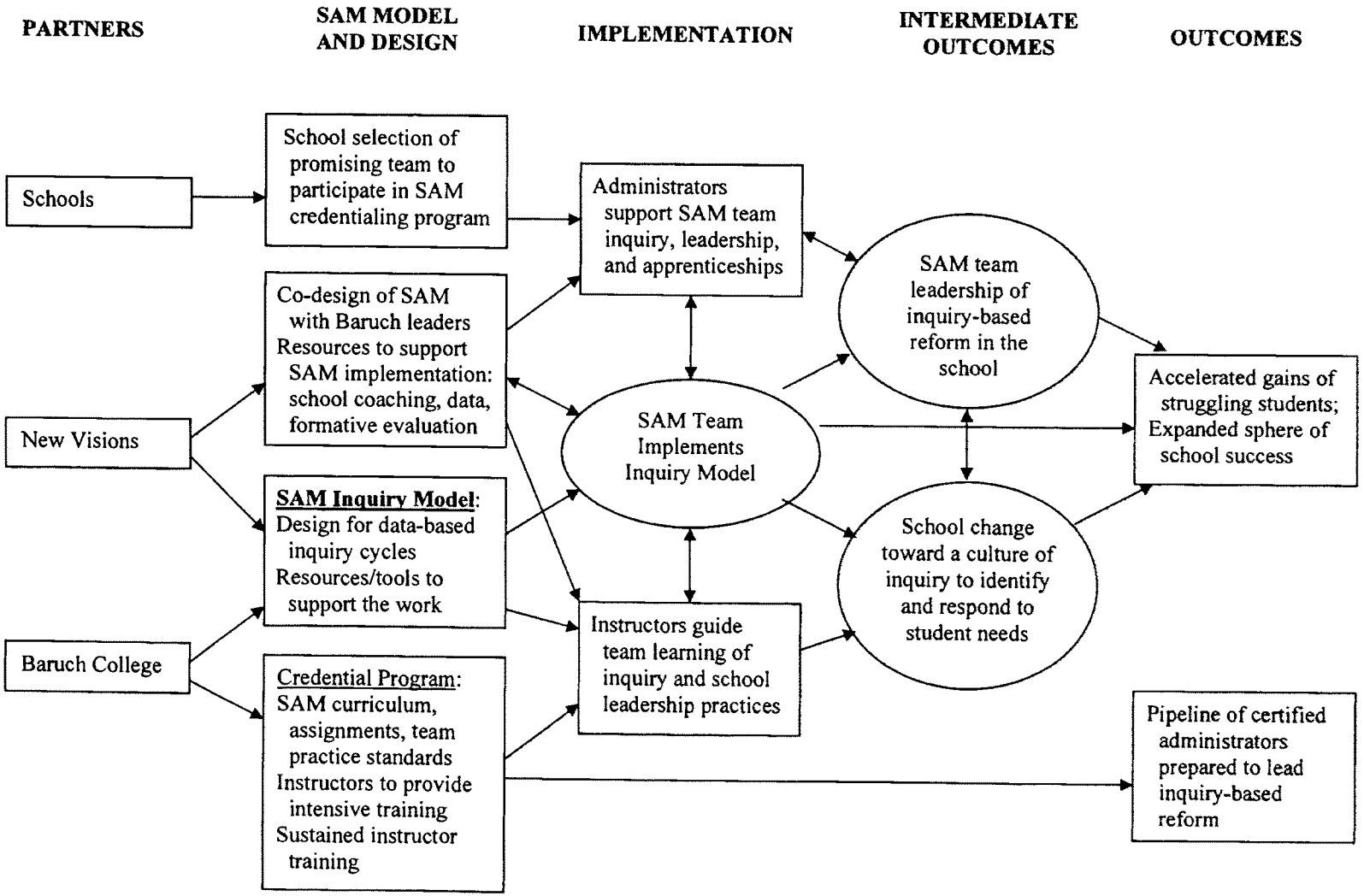
The evaluation is designed to assess the model's hypothesized cause-effect relationships over time, as well as to provide ongoing feedback to SAM and NV leaders on their efforts to support the development of evidence-based school cultures. This report summarizes results to date of our assessment of SAM outcomes for prospective administrators and for students in participating schools, intermediate outcomes of school leadership and culture change, and conditions that affect teams' progress on implementing SAM.

The report addresses three broad questions:

- To what extent did individuals and schools participating in SAM II realize the intended outcomes of attaining administrative credentials and leadership positions and improving the school's sphere of student success?
- Does a school's progress toward an inquiry culture and SAM team leadership development make a difference for student outcomes?
- To what extent and how does the principal and team facilitator make a difference for a school team's progress on inquiry and leading school change?

We take up each of these questions in turn, as separate sections of the report. A case study then illustrates how the model has worked to developed inquiry leadership and evidence-based practice in a school that has participated in SAM over the past four years.

Figure 1. **SAM's Logic Model: Leadership Development and School Reform**



Research Methods, Data, and Analyses

We evaluate SAM's theory of action – and the particular questions outlined above – using evidence from two successive iterations of SAM.[8] We draw upon data from the fourteen high schools that participated in SAM II,[9] especially four of the schools that extended their participation into SAM III, and from our ongoing evaluation of SAM III and the work of Inquiry Teams across schools in the New Visions Partnership Support Organization (PSO)[10]. Quantitative and qualitative data collected during four years provide breadth and depth of analysis of SAM outcomes, team leadership of school culture change, and conditions that made a difference for team progress in implementing the SAM model.

Quantitative analyses draw upon record and survey data developed through the SAM II and SAM III evaluations, including:

- SAM II participant pipeline outcomes two years after program completion
- Students' "On Track" statuses for all New Visions high schools (Winter 2008)
- Teacher survey data for SAM II-III case study schools (annually, May 2006-09)
- SAM II team survey data (February 2007)
- Inquiry Team survey data for all New Visions schools (May 2008, 2009)[11]

Qualitative data on SAM teams' experiences implementing the inquiry model and leading school change come from:

- Focus groups with 9 of the 14 SAM II teams (Spring 2007)
- Annual principal interviews in five SAM II former-Region 1 schools (2005-06, 2006-07, 2007-08)
- Repeated principal interviews in 10 SAM III case study high schools (twice annually, 2007-08 and 2008-09)
- Focus groups and interviews with team members in 10 SAM III case study high schools (2008-09)
- Longitudinal case studies of four schools involved in SAM II and SAMIII (2006-09)

Samples and types of data used in this report vary according to the purpose of analysis. Here we provide a "roadmap" of data used to address each evaluation question and a brief description of analysis techniques.

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[8] We focus on outcomes of SAM II (January 2006-Fall 2008) and leading indicators of progress in SAM III (January 2008-December 2009). SAM's first iteration (SAM I: Summer 2004-2005) involved four schools in a pilot program. SAM IV began in Fall 2009. The evaluation continues to follow SAM III and is beginning to document the work of SAM IV teams.

[9] The SAM II schools included two large restructured high schools (one in Queens and one in Staten Island), five small high schools in former Region 1 of the Bronx, and seven small high schools in the Autonomy Zone (renamed Empowerment Schools in Fall 2007). Each of the large schools had its own SAM instructor and on-site seminars; the five Region 1 schools formed a cohort and shared an instructor, and the seven Empowerment Schools formed another cohort with two instructors.

[10] In 2007-08, through an application process, New Visions became one of several private PSOs, one of three forms of School Support Organizations (SSOs) created by the DOE's restructuring of NYC school governance. New Visions currently serves approximately 75 schools that opted into the PSO.

[11] We use available data for the 63 schools that were in the PSO during both 2007-08 and 2008-09.

Examining evidence of SAM's effectiveness. We assess *administrator pipeline outcomes* using New Visions' record data for all SAM II participants, including all individuals who began the program in each of the fourteen participating schools. Data for each participant include: a) whether or not s/he completed the program and graduated; and b) her/his position – teacher, AP, or Principal – as of fall 2009. We followed up with SAM II facilitators to determine where those in administrative positions were currently located and, for the large high school that participated in the certification program, to identify who had become Director of a School Learning Community (SLC).[12] We assess pipeline outcomes in terms of the program's credentialing and administrator placement rates.

In assessing *student outcomes*, we use New Visions' database for individual students in each of the PSO schools. Results reported here use each student's 8th grade score on the state ELA tests and "On Track" status for his/her graduating cohort as of winter, 2008. New Visions' On Track ratings use grade-level criteria for a student's course completion and Regents scores to classify the student as off track for graduation, almost on track for graduation, on track for graduation, and on track for college readiness. Importantly, this metric was *not* designed for the purpose of evaluating school outcomes. Rather, New Visions provides schools with data on the distribution of individual students' status by grade level to help guide their decisions about how to get students on track for college readiness. For example, a school may begin to offer Regents exams in the 9th grade after seeing their data.[13]

Our analysis compares On Track statuses for New Visions schools that had participated in SAM for four years with those for schools with no SAM experience.[14] In order to control for school differences in student achievement when they entered the school, we examine student outcomes for students who entered the school with 8th grade ELA test scores below Proficient (Basic or Below Basic levels combined).[15] We examine these students' patterns of performance across grade levels – on average for the two groups of schools – testing the hypothesis that the veteran SAM schools will have significantly greater proportions of 11th graders on track to graduate. Increasing proportions of students on track across cohorts would suggest a positive school effect for students who were struggling academically when they entered the school.[16]

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[12] An SLC functions as an autonomous program within a large restructured high school; it has a curricular theme and a devoted faculty across core academic subjects, and it serves 300-400 students in grades 9-12. [Note: one of the two large restructured SAM II high schools elected not to have teacher candidates in the certification program and therefore is excluded from this analysis. Its SAM II teams included credentialed APs who were charged with leading the school's transition from a comprehensive high school to themed SLCs or "houses". The school embraced SAM's theory of action, followed its curriculum, and had intensive facilitator support during SAM II and beyond. Currently, each of the SLCs in the school constitutes an inquiry team charged with improving their students' success.

[13] Note that the On Track data are reported for student cohorts. In summaries here, we label the cohorts according to students' expected grade as of Winter 2008; for example the 2009 cohort is labeled "11th graders." Nevertheless, all students in a cohort are included in the data for their expected grade level; students not promoted would appear as "off track."

[14] The comparison schools include 62 "non SAM-cert" schools within the New Visions PSO in 2008-09 (excluding eleven schools that were participating in the SAM III certification program).

[15] Close examination of differences between the two groups of schools reveals that, on average, the SAM schools had higher proportions of Below Basic students and significantly higher proportions of Below Proficient students in the 11th grade.

[16] This method of "synthetic cohort analysis" examines change in student outcomes across graduating classes in order to infer a school effect on student performance as they move through a school. It assumes that the school's

Note that this analysis strategy cannot take into account a school's innovations directed at entering student cohorts and thus will underestimate school effects other than those that show up across the cohorts. This problem applies equally to the two groups of schools, however. Ideally, an evaluation of school effects would examine the progress of individual students over their years in the school – a strategy that requires at least three years of individual student data for each school and will be possible within the next year or so.

Assessing school culture and leadership outcomes. Our evaluation of *school culture change* through SAM uses data from schools that have been involved in the program for at least three years. Included are two large restructured high schools and two former Region 1 small schools that have continued with the SAM III certification program. Trend data are school means on a teacher survey measure of their use of student assessment to inform instruction (see Appendix A for items that make up our measure of "Culture of Assessment Use"). Qualitative data from interviews and focus groups with school teams in the Region 1 SAM II cohort complement results of the survey analysis by illustrating how the teams experienced the program and what they took as evidence of change.

Assessing principal and facilitator effects on inquiry progress. We use the broader NV-PSO sample and Inquiry Team (IT) survey data for 2007-08 and 2008-09 to estimate effects of principal support and facilitator support on IT progress. We use the IT members' ratings of their team functioning and inquiry leadership in the school, as well as their ratings of kinds and extent of support from their principal and from their New Visions facilitator. Included are schools for which we have two years of data for at least two IT teacher members (N=38); school scores on survey items are mean IT member responses. Our analysis tests hypotheses in SAM's theory of change (Figure 1). The model predicts, for example, that a facilitator's support of the IT's focus on results and data use predict team leadership outcomes. In estimating facilitator effects on team performance in 2009, we control for prior (2008) measures of team performance. Structural equation modeling (SEM) techniques are used to estimate effects between variables measured by multiple survey items (see Appendix A for items used to specify each variable.).

Case illustration of how SAM works up close. This case study school was part of the SAM II Region 1 cohort and has brought new teams into the SAM IIIA and SAM IIIA credentialing programs. As part of our evaluation case study sample, the school has provided annual teacher surveys and interviews with administrators and SAM participants over four years (Spring 2006 –Spring 2009). We draw upon all of these data, as well as interviews with SAM facilitators, to capture the school's progress through SAM. Our case description draws upon the SAM II and SAM III teams' reports on their inquiry work.

Evidence of SAM's Effectiveness

SAM's goals of developing both collaborative school leadership for inquiry-based reform and a pipeline of administrators for NYC schools are somewhat at odds. As SAM teams develop commitment and skills in leading change in their schools, individual team members may opt not to pursue an administrative position in another school. SAM graduates' opportunities to take on

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effect results in increasing success among students in successive cohorts. As the New Visions database matures, we will have three years of individual-level data needed to assess cohort-specific trends at the individual student level.

an administrative position in their own school are inherently limited, so pipeline outcomes may extend longer into the future than is typical of administrator credentialing programs. Nonetheless, we expect to see strong positive outcomes for students of SAM teams' efforts over a period of 3-4 years.

SAM as an administrator credentialing program: pipeline outcomes. SAM participants' short-term career outcomes reveal that their commitment to leading inquiry-based reform in their school is generally greater than the impetus to take an administrative job in another school.

Despite extremely high rates of certification across SAM II cohorts (96 percent overall), only about a third (36 percent) of teachers certified were in administrative positions two years later (see Table 1). Among those who had become administrators, most were in AP positions in the same school; one became principal in the same school. Only 5 of 50 SAM-certified educators took administrative positions outside of their school: 4 from former Region 1 schools and 1 from the large high school. One opened a new school as its principal, two became principals of existing schools, and two became APs in other schools.

Pipeline outcomes are stronger if we count the 9 SAM participants in the large restructured high school who became Director or Co-director of their SLC. Although an SLC directorship is not formally an administrative position, it carries considerable responsibility and resource control. Indeed, the SLC Directors' leadership was pivotal to the school's successful transition from a traditional department structure to small themed learning communities serving around 400 students each. The principal regarded SAM as a key vehicle for developing the leadership skills and legitimacy of the teachers who became SLC Directors. Ultimately SAM graduates in positions as Directors of interdisciplinary SLCs led their colleagues in using data-based inquiry to improve instruction for students in their SLC, with support of APs' content instruction expertise and supervision.

Even using the more liberal criterion of including SLC Directors in the large high school, just over half (54%) of the teachers certified through SAM II became administrators or formal leaders in their own or another school within two years. This rather low placement rate is unsurprising, considering that teams included considerable numbers of individuals who were not interested in pursuing administrator positions in the near future. A spring 2007 survey asked SAM participants to indicate their interest in pursuing a position as AP or Principal in the future. On a scale of 1 (no plans to pursue) to 4 (definitely will pursue), just 21 percent gave a 4 rating for AP and 17 percent gave a 4 rating for Principal. Conversely, 18 percent rated AP as 1 and 30 percent rated Principal as 1 – quite high proportions of teachers certified through SAM without interest in becoming an administrator. In response to a survey question of *where* they would prefer taking a future leadership position, 61 percent of all participants indicated strongest preference for their own school.

Participants who were not interested in pursuing administrative positions stated two main reasons for joining SAM. Most wanted to help lead instructional improvements in their school and joined SAM in order to develop their leadership skills. Their principals had tapped them as budding teacher leaders. Among them were teachers who had fewer than five years of teaching experience and regarded the SAM program a cost-effective path to certification should they

choose to pursue administration in the future. Their horizon extended as far as participating in a school leadership team that would collaborate to improve teaching and learning in their school.

Table 1. **Pipeline Outcomes of SAM's Credentialing Program: Participation, Certification, and Placement by SAM II Cohort**

	Region 1 (5 small high schools)	Empowerment Schools (7 small high schools)	Large restructured high school (9 SLCs; 4 SAM teams)	TOTAL
Participants[17]	22 teachers	15 teachers	15 teachers (7 APs)	52 teachers
Certification (completed by summer 2008)	22 (100%)	14 (93%)	14 (93%)	50 (96%)
Placement in administrative position (percent is of all certified)	3 Principal; 5 AP (32 % total)	5 AP (33%)	1 Principal 4 AP (21%)	18 Principal or AP (36%)
[SLC director]			[9 SLC director (64%)]	[27 including SLC directors: (54%)]

Regardless of their immediate aspiration to an administrative position, most SAM participants have thought that the credentialing program offered credibility to their team's leadership, prepared them to lead school change, and developed their identity and commitment as a school leader. A teacher in a SAM II Empowerment School put it this way:

> I think that the administrative credential part [of SAM] really has sort of lent it a gravitas and created a lot more buy-in for us in terms of taking on an insane amount of work and dedicating a lot of time in a way that an administrator does to a school, and sort of an ownership for the way the school is running in the way that an administrator does. And I think that while teachers are definitely interested in developing that, in developing the school and in helping kids, one of the most valuable things about this program has been its leadership development for me. And I'm not sure what the program would look like without that aspect [SAM without its credentialing program]. And I'm not sure it would have moved me forward as much if it hadn't had that aspect also.

[17] Numbers are for SAM participants in the credentialing program. (Note: In some schools, credentialed administrators also sat in on seminars, e.g., seven APs in the large high school attended seminars and did some of the assignments.)

In this view, SAM's credentialing components and its approach to school reform are synergistic: together they set conditions for developing school leadership capable of improving student outcomes.

The long-term pipeline outcomes of SAM II are likely to be considerably stronger than those documented in Table 1. As young participants gain experience in teaching and leading inquiry with colleagues, their career aspirations may well turn to administrative leadership. SAM graduates will be well equipped to move into administrative positions that become vacant in their schools. In the short term, we find evidence that SAM's design for collaborative leadership of inquiry-based reform is paying off for students – the ultimate goal of any leadership development program.

SAM as a school reform model: improved student achievement. SAM's theory of action posits that school teams using its model and curriculum for inquiry practice and leadership development will gradually expand their school's sphere of student success. Using data described earlier, we examine grade-level outcomes for students who entered the school with less than proficient ELA skills. We expect to see increasing proportions of students on track from 9th to 10th to 11th grades.[18] Comparisons of cross-grade trends for schools that had participated in SAM for three years with those of similar schools that did not participate in the program assess a SAM "effect" upon student achievement.[19]

Data summarized in Figure 2 support the hypothesis that SAM schools better promote success among students who enter at risk of not graduating high school. It appears that the four schools with sustained SAM participation far exceed the typical school in bringing these students on track. On average, students "off track" to graduation declines from 42 percent among 9th graders to 13 percent among 11th graders. The percent of students on track jumps from 37 percent to 68 percent between 9th and 11th grades. This trend cannot be explained by a difference in percent of all students in each cohort who scored below proficient before entering the schools. In fact, the proportion of current students that scored below proficient in 8th grade was highest for the 11th grade cohort (70 percent, compared to 62 percent for the 10th grade cohort and 55 percent for the 9th grade cohort).

The positive trend for SAM schools is significantly greater than for comparison schools. Higher proportions of 9th graders were on track at the end of their first year (37 percent versus 27 percent in non-SAM schools), and the increase in percent on track between 9th and 11th grade was substantially larger (31 percent for SAM schools versus 17 percent for non-SAM schools). Comparison schools had similar proportions of students in each cohort who entered below grade level, though for 11th graders the percent is lower than for SAM schools (52 versus 70 percent). The direction of difference rules out the possibility that SAM schools had better outcomes because they had smaller proportions of students who were struggling academically in this cohort or that they had higher dropout rates for struggling students in the cohort.

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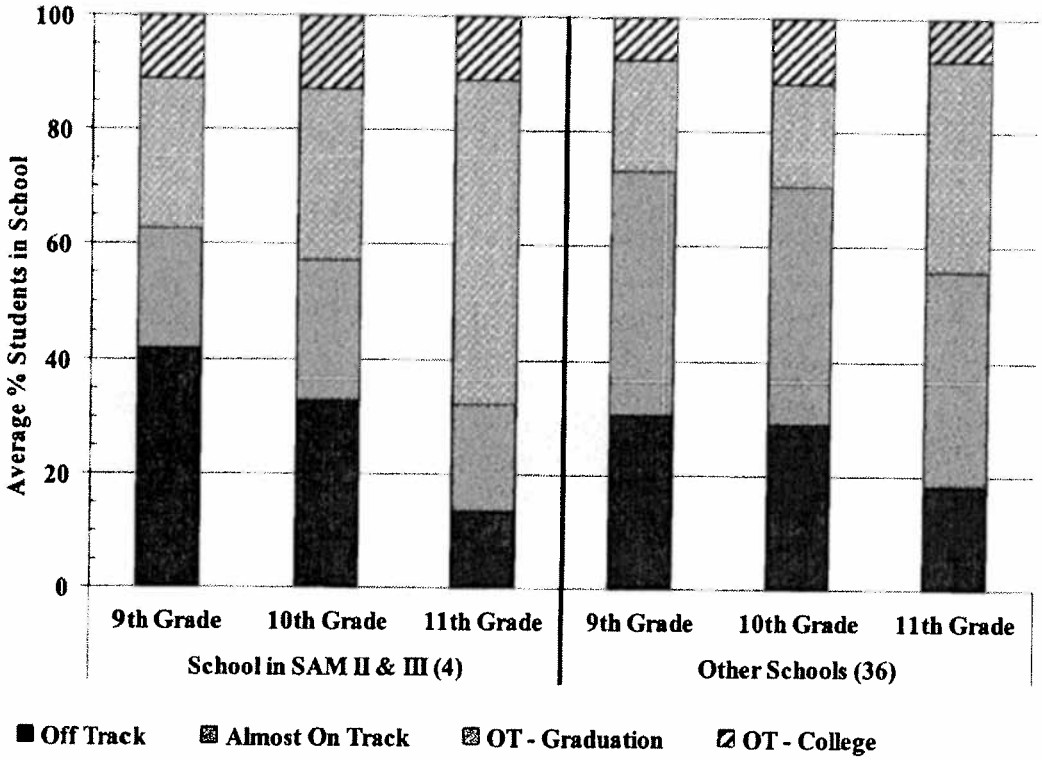
[18] As noted earlier, our data set does not yet have 3 years of longitudinal data, so we use this approach (synthetic cohort analysis) to estimate trends for students who entered the school with 8th grade performance levels below Proficient.

[19] For each group of schools we examine the percent of students at each grade level that scored below proficient in 8th grade to ensure that differences in percent on track are not due to low-performing students dropping out.

Figure 2. **SAM Student Outcomes: "On Track" Performance for Students Below *Proficient Level* in ELA in 8th Grade (Before Entering the School), by Student Cohort**



SAM teams promoted target students' academic growth and improved high-stakes test performance through a wide range of instructional responses. Many teams also engaged students in analyzing their data and identifying learning targets to address gaps in their test performance. These team members reported seeing a shift in students' motivation to master course content. Some commented on changes they had seen in target students' engagement and identity as learners. A teacher in a small Bronx high school used an example of two girls sharing their scores on a diagnostic ELA assessment:

> And one received a high DRA [Developmental Reading Assessment]. And the other one asked – and she wouldn't have asked this before – "How did you do that? Because *I* want to do that. How did you get that DRA to be so high?" So what I found happening with the kids was that they started looking at themselves differently...That was the biggest piece. Because once they start doing *that*, then we have them.

As SAM teams involved target students in analyzing their own performance on various assessments, the students developed ownership of their learning and a new understanding of the consequences of their performance on high-stakes assessments.

SAM's theory of action attributes schools' success on student outcomes to the teams' work to: a) identify and address target students' skill gaps and move their performance; 2) use this knowledge to make changes in curriculum, student placement, or other structural or programmatic elements that improve the system for other students; and 3) lead their colleagues to implement system changes and develop inquiry practices. We use available data to examine school trends on leadership development and culture change in these directions and to evaluate context effects on teams' progress.

School Culture and Leadership Outcomes

The actual work of SAM – what comes of the inquiry process and how the team leads school change – is unique to a school, since each has its own student population and systems that maintain a sphere of success. SAM prompts and supports a team to use its school's data to identify which, why, and how students struggle and to develop effective instructional and programmatic responses.

Most of the fourteen SAM II school teams identified skill gaps in reading or writing – gaps that hindered the target students' performance in all content areas and on Regents exams. Exceptions were teams within the two large high schools: 5 of 8 SLC teams in one school and 2 of 8 teams in the other focused on a math skill gap. Target students in these SLCs were weakest in mathematics, in part because they had chosen a curricular theme that fit their interests and skills; for example, in one school's Academy of Fine and Dramatic Arts students struggled less in language arts than in math.

The teams identified a range of school "system" conditions that inhibited target students' skill development, including curriculum gaps, teacher assignment patterns that disadvantaged struggling students, and inadequate creation and flow of student assessment information. They designed structures and policies to address such problems and gradually involved colleagues in using inquiry to identify and respond to student skill gaps. In small schools, SAM teams reached out to colleagues who had target students in their classes and also presented data on their inquiry work to the whole faculty. In large schools, teams involved their SLC colleagues in interventions to address target students' skill gaps and in reviewing assessment data on learning outcomes; at the end of the year each SLC team presented results of their inquiry work to faculty in the other SLCs. Both large and small schools that persisted with SAM brought successive cohorts of teachers into the credentialing program, developing a critical mass of inquiry leadership.[20]

Schools' participation in SAM appears to have changed their professional culture in ways predicted by its theory of action. Evidence includes trends toward evidence-based practice in schools with sustained SAM participation and statistical effects of team functioning on school outcomes within a two-year time frame.

SAM schools moved toward a culture of inquiry. Schools with sustained SAM involvement over nearly four years have moved steadily toward a culture of inquiry-based improvement. Teacher survey data for these four schools show incremental growth on our

[20] See under separate cover case studies of SAM teams' work and consequent school change in a large high school involved in SAM since 2004 and in a small high school involved since 2006.

measure "culture of assessment use." Figure 3 shows results for two large high schools in Staten Island and Queens, each with multiple inquiry teams working across their houses/SLCs (Schools A and B) and for two small high schools in the Bronx (Schools C and D, formerly in Region 1 and now in New Visions' PSO).

Three of the four schools began SAM with weak assessment cultures (note 2006 levels of assessment use for Schools A, B, and C in Figure 3). As is common in many schools, administrators reviewed scores from standardized tests – in particular Regents examinations – and received a year-end "scorecard" for the school and for particular content areas. Individual teachers and subject departments had considerable latitude in deciding whether and how to use finer-grained interim assessments. In these three schools, teachers were almost as likely to disagree as to agree with statements that assessments were used to inform instruction. Since the fourth long-term SAM participant (School D) had a tradition of assessing individual student performance through portfolios submitted twice a year, teachers' initial ratings of assessment use were relatively high. Through SAM, however, the school made a qualitative shift toward using fine-grained skill assessments to identify and hone in on learning targets for struggling students.

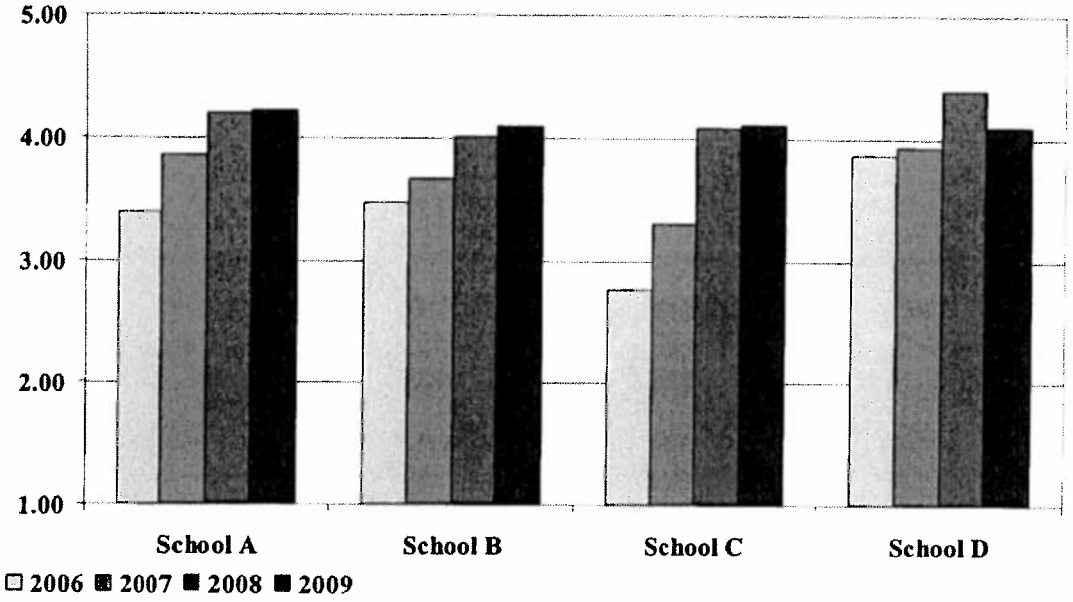
By their third year of SAM, teams in each school had involved colleagues in using SAM's inquiry model, as reflected in teachers' school-wide 2008 ratings on the survey scale. Across the schools teachers had learned to: a) identify target students who were not succeeding despite regular attendance; b) assess skill gaps; c) explore extant opportunities to learn needed skills in the curriculum and in class; d) develop strategic instructional responses; and e) evaluate learning outcomes of the interventions. Depending on their intervention's success, teacher groups would either share evidence with colleagues or refine the intervention for all or some of the target students until the students had mastered the skill. Much of this work focused on student skill gaps in literacy, such as identifying the main idea in a text or knowing academic vocabulary in or across a subject area.

Data from our spring 2009 teacher survey in veteran SAM schools suggest that culture change plateaus after three years and, significantly, that the new inquiry norms and practices are being sustained. School means on the Culture of Assessment Use survey scale were around "4" in 2008 and 2009, indicating that teachers overwhelmingly agreed with the statements about assessment use in the school. Of course, the survey measure does not capture ongoing refinements in assessment use within the schools or the deepening of inquiry work.

Survey trends lend support to SAM's theory of action, demonstrating the expected intermediate outcome of a developing inquiry culture in schools. As elaborated below, case studies of these schools and recent survey data for Inquiry Teams in a broader sample of New Visions schools provide further evidence that culture changes came about through SAM teams' leadership.

SAM teams led inquiry-based reform in the school. Development of an inquiry culture depends upon the SAM team's use of data to increase student success, sharing of evidence with colleagues on high-leverage interventions, and success in leading colleagues to adopt inquiry practices. Teams in each SAM school led colleagues to transform how they think about academic weaknesses and how they use assessment data to move struggling students.

Figure 3. **School Culture Trends in Mature SAM Schools: Teacher Reports on Assessment Use**



Note: bars represent mean teacher responses to two 5-point Likert scale survey items that make up the "culture of assessment use" scale: a) "we use a variety of assessment strategies to measure student progress;" and b) "this school uses assessment data to evaluate teachers' instructional practices."

In describing how the team was challenging their colleagues' beliefs, a SAM II participant in an Empowerment School commented:

> And I think everyone on staff is at very different points on the question of "are students failing because they're lazy?" That's something we're trying to move them on. But I feel like there're opportunities to kind of give real-life stories like "after pulling out this child so many times...when I asked the whole class to make predictions, instead of sitting there and doing nothing he picked up his pencil and wrote something down."

SAM teams worked to develop their staff's appetite for using assessment data to evaluate interventions. A teacher in a Bronx SAM II school described in a focus group how her team had worked to develop ownership of inquiry among colleagues:

> Initially we didn't have a lot of buy-in. It was "just another team doing something else" in this school, and how did *we* "get selected to do it?" – and all those issues that come up when people are selected to do a particular program in a school. However, we *knew* that, so we took steps in this direction to have people buy into what we were proposing. And one of the things that our team did was to convey to the staff that these results and this accomplishment [moving the target students] was "not because of *us* but because of *you*

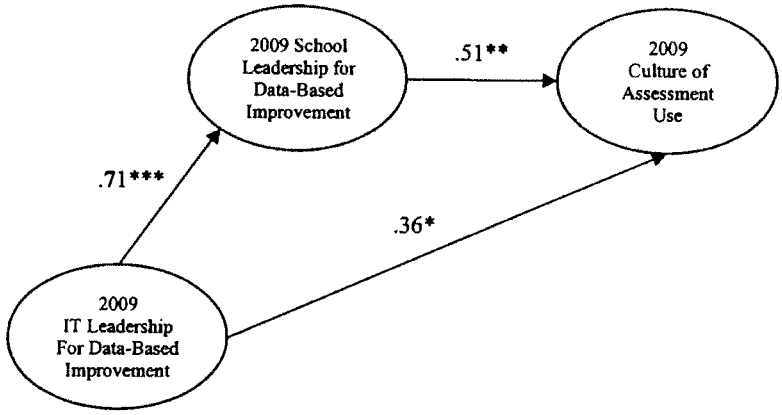
guys." So that once we started talking about this as a community effort and not just five people doing all of this, I saw the shift and buy in. And when we presented the last time, I could *see* it. I could see the body language, that people were just very interested and wanting to know the numbers...At the beginning it was like "Okay, we've got to now listen to these folks with their data." Now it was more about "Yeah, I want to really see what's going on!" There was a shift in the attention.

Through team presentations of data to school staffs and "low-inference transcripts" of target students' classes, SAM teachers focused their colleagues' attention on students who in the past would have fallen through the cracks.

Data from our 2008 and 2009 Inquiry Team Survey provide additional evidence that the SAM teams are leading change toward an inquiry culture in their school. The SAM teams' self-ratings on survey items that make up a "Leadership for data-based improvement" scale are significantly higher than self-ratings of Inquiry Teams not participating in the program. In 2008, when the SAM schools were in their third year of the program and non-cert New Visions schools were just beginning to engage with the model, the SAM teams rated themselves 4.4 on the 5-point scale, compared to 4.1 on average for non-SAM teams. This difference increased from 0.3 in 2008 to 0.4 in 2009.

Survey data also support the hypothesis that a team's leadership is instrumental in bringing about school culture change. Inquiry Team self-ratings on the "Leadership for Data-based Improvement" scale predict scores on the "School Leadership for Data-based Improvement" and "Culture of Assessment Use" scales. Coefficients are statistically significant (see Figure 4). These results show that the *extent* to which a team takes an inquiry leadership role in their school predicts their school's outcomes of school culture change, as measured by these leading indicators.

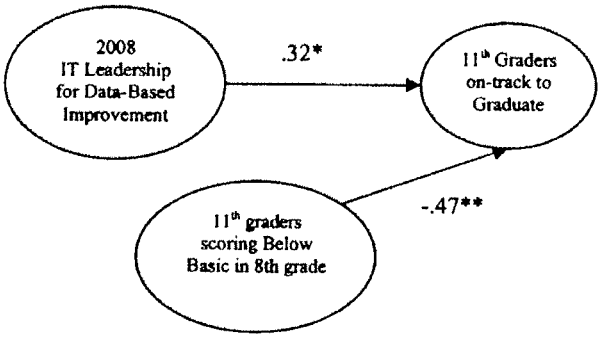
Figure 4. **Inquiry Team Effects on School Culture (N=38 teams)**



Further, teams' self ratings on the inquiry leadership survey measure predict 11th grade students' on-track outcomes, with controls for percent students with Below Basic performance in 8th grade (see Figure 5). These data suggest that a team's inquiry leadership expands the school's

sphere of student success. Schools with teams scoring high on inquiry leadership have greater proportions of students on track to graduate by 11th grade, after school differences in the students' performance prior to entering the school are taken into account.

Figure 5. **Inquiry Team Effect on Student Outcomes: Percent 11th Graders on Track with Controls for Percent Scoring Below Basic as 8th Graders**



Principals make a difference for team progress. SAM team success in leading inquiry-based school reform depends on their principal's support of the team's inquiry work and authorization of their leadership in the school. SAM II schools and New Visions PSO schools have varied widely on these conditions for team success. In some settings, the principal has been an active supporter of the team's inquiry work and leadership; in others, the principal has pulled the team's time away from inquiry or undercut their decisions. Principals also vary in the stance they take on the program's credentialing function and the likelihood that strong teacher leaders will leave to be administrators in another school.

One SAM II principal expressed the positive stance needed to nurture the team's leadership development: "I liked the idea of bringing other people into the leadership role and running the school, taking on the responsibility of administrative tasks and so forth." In discussing the threat that strong teacher leaders would leave the school once certified, this principal said:

> So my philosophy was: when I became assistant principal there were people there that helped *me* get [there]...they mentored me, and they encouraged me to move on to an assistant principal's job...so I think I should do the same.

Teachers on this school's team reported strong support from the principal and had significant decision authority in the school. For example, they took over leadership of the regular morning grade-level meetings of advisors and instructors and created a model for these meetings that featured systematic focus on each individual student. The team's ability to innovate with colleagues hinged on the principal's active endorsement of their leadership. Significantly, principal support did not entail leading the team's work. As one team member put it: "I really credit the principal and the assistant principal...that they really took this on themselves and said, 'Okay, they're in this to learn, and we're going to do everything we can to support them.'"

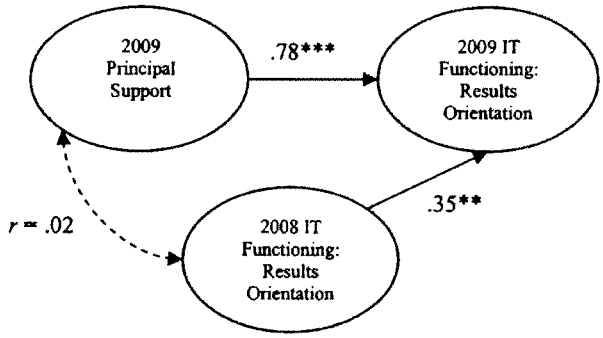
On the other end of the spectrum, team members in a SAM II Empowerment school reported that their principal actively inhibited their leadership. When asked in a focus group about principal support and involvement in their work, one team member said: "I would say that [involvement] is in the *opposite* direction [of support]. [S/he] has been *very* involved and is making decisions that [s/he] then said are *our* decisions, that weren't necessarily our decisions." Another team member added:

> I'd say that it was kind of...a lack of organization on [principal's] part that leads to sometimes precipitous and sometimes less than democratic decisions...[but then] moving back to the rhetoric of democratic leadership, saying 'how are you going to move forward on your decision?' kind of thing.

In this particular school, the principal over-rode the SAM team's plan to work with grade level teams as a strategy to spread inquiry work and engineered a pull-out program for target students. Team members were consequently stuck with evaluating an intervention they had not designed.

Inquiry Team survey data for 2008 and 2009 capture effects of varying levels of principal support on teams' progress on leadership for data-based improvement. Using data for New Visions schools, we find a strong positive effect of IT member ratings of principal support on their progress on leading inquiry-based reform in the school (see Figure 6). The data suggest that growth in team leadership over time is significantly influenced by a principal's stance on distributing leadership and using SAM's model as the engine of school improvement efforts.

Figure 6. **Principal Effect on Inquiry Team Functioning (N=38 teams)**



The statistical results track with interview data on ways in which some principals inhibit school teams' progress. Absent endorsement of the team's work and resources to support it, the inquiry team flounders.

Facilitators make a difference for team progress. SAM facilitators are fundamental to school teams' success in the credentialing program in several ways. They bring the rich curriculum alive in seminars, give teams feedback and support on assignments, utilize SAM tools and broker additional resources to support each team's work, scaffold and facilitate inter-visitations between schools, and help manage relationships between team and administration. In terms of the last role, it appears that a strong SAM facilitator is critical in enabling team progress

in a school where the principal might inhibit leadership. In such a setting, the facilitator can both mediate the team's relationship with the principal and help develop her/his understanding and support of the team's work on inquiry-based reform.

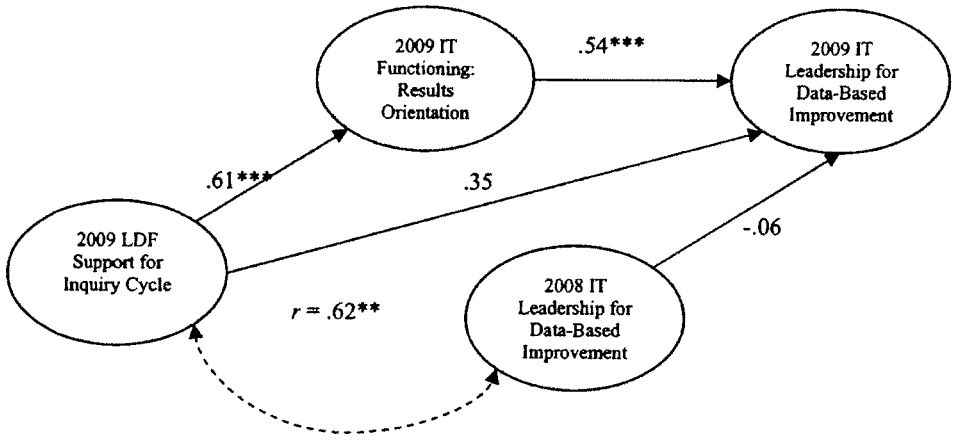
The struggling SAM II team mentioned earlier got a seasoned facilitator for their second year of the program. Participants reported a qualitative improvement in their progress. One teacher said: "She's *amazing*...she brings such a wealth of experience and knowledge that anything she says it's like 'yes! yes!'" Another said:

> It [role of facilitator] *definitely* has changed. These past couple months...have been really great because she works with us not only on the things that we're doing for SAM and helping us navigate through – "okay, how are we going to be able to truly impact student achievement and get around all of the teacher mishmash that sometimes happens, or the scheduling mess that sometimes happens?" – but she also works on developing the administrative leadership pieces...of the program.

Another team member commented: "Supportive, yeah. And also focused on the research...But I also feel like she's taken on a *much* larger role than that in our school." In this case, the SAM instructor was facilitating change in the school's leadership culture as well as supporting the team's work in the program.

Data from the 2008 and 2009 IT survey in New Visions schools support the claim that facilitators are pivotal to the development of a well-functioning inquiry team that then leads inquiry-based reform in the school. Controlling for baseline levels of IT leadership, we find statistically significant effects on later measures of IT leadership of a team's ratings of Leadership Development Facilitator (LDF) support for the team's inquiry practice (see Figure 7).

Figure 7. **Facilitator Effects on Inquiry Team Progress (N=38 teams)**



These data suggests that SAM facilitators are critical agents in developing school teams' leadership of inquiry-based reform in their schools. Evidence of their variable success raises the question of how facilitators learn to strategically support SAM work in particular schools.

How SAM works up close: Case Illustration

A case study of SAM work in Marble Hill High School for International Studies (Marble Hill) illustrates how SAM teams carry out an inquiry cycle, define needs for system change, and lead culture change in the school. We follow the work of two successive SAM teams over the course of four years – incorporating target student data the teams reported in their assignments and presentations – and then examine outcomes for school leadership and culture change, as well as student outcomes beyond those of the target group.

Marble Hill was part of a cohort of five SAM II schools in former Region 1 and part of a cohort of seven SAM III schools in New Visions PSO.[21] The school has been successful in both transitioning SAM II graduates into administrative and leadership positions and in spreading and sustaining inquiry work. All five SAM II participants earned their credentials and three of the five still work at the school. One became principal when the founding principal retired and another became an AP. SAM III participants – a math teacher and an ESL teacher – will graduate and receive their credentials in 2009-10, and a SAM IIIB cohort of teachers is beginning the program in 2009-2010.

Our case analysis takes each team's work as a stage of the school's movement to deepen its culture of assessment and broaden inquiry leadership, as well as to expand the sphere of student success.

School context. Marble Hill is a small college preparatory school located in the Bronx. It was founded in 2002 with a focus on international connections, global awareness, and language learning. Students and staff speak over 35 languages. The school's mission is to promote understanding and knowledge of other cultures, and its program includes community service, inquiry-based learning, and required four years of Math, Science and a minimum of three years of second language instruction. Portfolio assessments are part of school tradition, and all students submit two portfolios each year. A senior exit project includes a semester class with the following components: college research, college application, career planning, research paper, community service reflection, and oral presentation in the last semester of the senior year. The school graduated its fourth class in 2008-09.

Marble Hill serves about 430 students in grades 9-12. In 2007-08 the student body was 17% African American, 60% Hispanic, 6% White, and 15% Asian; 34% of the students were English language learners (ELLs) from a wide range of cultural backgrounds, and 1% were classified as special education students. The school receives Title 1 funding, and 85% of students are eligible for free and reduced price meals. The local community faces social and economic

[21] A cohort of small schools convenes weekly for an evening seminar lead by a SAM instructor. Teams share and critique each other's inquiry work as well as conduct inter-visitations with other schools in the cohort.

challenges, and the school successfully helps many students overcome difficulties in their lives, progress well, and attain good grades. The average attendance rate in 2007-08 was 93%.[22]

In 2008-09 Marble Hill had 31 teachers fully licensed and permanently assigned to the school; two-thirds had more than two years of experience teaching at the school and just over one-third had more than five years at the school. The majority (88%) had a Master's Degree or beyond, and 100% of core subject classes were taught by "highly qualified" teachers, as defined by NCLB. Marble Hill received A's on both 2006-07 and 2007-08 NYC DOE Progress Reports.

Prior to its involvement in the SAM program, Marble Hill had developed a strong student assessment culture through the use of student portfolios in addition to a range of standardized and formative assessments. The school's SAM work defined new frontiers of assessment practice: to focus on students who were least successful and most at risk of not graduating, to develop fine-grained assessment of these students' skill gaps, and to move the students through high-leverage interventions.

SAM II. The first SAM team included four teachers, two who were founding teachers in the school; one became principal after completing the program, when the founding principal retired, and the other became an AP after graduating. Their SAM program began in January 2006 and ended in Spring 2008. Marble Hill's principal was initially involved in co-teaching the Region 1 cohort's weekly seminars, along with other principals as required by SAM's design (after the first year SAM instructors were solely responsible for the seminars). The principal also supported the team's inquiry work in the school – initially taking a directive role and then stepping back – and actively promoted a vision for the school of using evidence to meet the instructional needs of all students.

Team members developed a close and productive relationship with one another and valued the SAM seminar and facilitator support of their work. One participant commented that she [facilitator] "gave us a chance...to reflect at the end of every class. And she reacted to the reflections." The team also valued presenting their inquiry work to other school teams during seminars and receiving their feedback, as well as learning from the work of other teams. Assignments and the "real" work of SAM were carried out in the school, during common planning time and beyond normal working hours.

This team began its inquiry cycle by analyzing 11th and 12th graders' transcripts in order to identify a target population. They examined Regent scores and credit accumulation to determine patterns and correlations between passing rates in subject area classes and achievement on Regents examinations. Results showed somewhat lower passing rates in English and Global History Regents for 11th grade ELLs, compared to other students. The team focused on these two examinations – each of which required a high skill level in academic written English – and selected a target population of 36 ELLs in 10th grade who appeared at risk of failing the exams based on their performance on Mock Regents (scores below 65). Transcript analysis revealed that the target students generally were under-credited in Social Studies and

[22] Data from NYC DOE and NY State Progress Reports, Quality Reviews, Learning Environment Surveys, Accountability and Overview Reports, and Comprehensive Educational Plans (2007-08). Note: these student data coincide with the SAM II team's third year and thus attendance rates partly capture outcomes of their work.

English, were former Students with Interrupted Formal Education (SIFE), had recently arrived in the US, were over-aged for their grade level, and entered school mid-year.

Inquiry to determine a sub-skill and learning target involved the team in item analysis of the 10th Grade Mock Global Regents. Results led the team to focus on 'critical thinking skills in the use of written English'. Team members appreciated the facilitator's timely and relevant feedback as they worked to refine their focus and to develop assessments and interventions. The interventions they designed were to be implemented the following school year (2006-07, the second year of SAM II): a mandatory after-school tutoring program and plans to customize target students' programs to meet their individual academic needs.

During the summer of 2006, the team participated in SAM's two-week Summer Intensive session, which featured readings on Systems Thinking and team work to design leadership strategies to move inquiry across the school. In examining possible leverage points within the school, the team identified information flow and programming as crucial. They determined that, although teachers had access to information, there was no structure in place for sharing student data among teachers across grades and subject areas; nor was there systematic use of formative assessment to guide instruction. The team took on these challenges of improving the quality and use of information on student performance. Further, they decided to take advantage of the school's ability to personalize student programs as a way of addressing the ELLs' needs for additional English classes and seminars in specific Regents areas. The team's agenda for leveraging and leading inquiry-based improvements addressed particular needs of its school and target students.

During their second year in the program, SAM II participants kept their focus on Global Studies and ELA Regents. However, based on feedback provided from other classroom teachers, the team realized that the original focus of "critical thinking in writing" might be too broad. Conversations with colleagues about students' class performance led to the conclusion that they struggled most with "main idea" and "detail" questions. SAM participants then refined their focus on critical thinking to hone in on "inferencing" and "paraphrasing" as learning targets. According to team members, "we went more granular." Their further research and success in "going small" with the data and learning targets ultimately led to an exclusive focus on "main idea and detail in multiple choice questions." One team member explained:

> We changed our skill three times, or at least what we were really focusing on. And it's because every time we tried something we thought we needed to go even deeper than that, even smaller than that. So I think that just that *realization* was a change every time. And it was something that [our facilitator] encouraged.[23]

The principal supported the team's work by meeting with them weekly and providing input on all initiatives. Along with the facilitator, she urged the team to hone in on something specific for skills and sub-skills: "You have to find out where a student is stuck and you have to keep looking until you find it." The facilitator helped the team make sense of the inquiry process

[23] One lesson from SAM II was that teams needed to "go small in order to go big." In SAM III, teams were instructed and guided to identify skill gaps, then sub-skills, and finally "learning targets" that are granular enough to be teachable and move students'.

and its core principles. According to team members, she was honest about learning alongside them and helped to build trust within the team and to create a space within which she they could make sense of inquiry together.

SAM participants found conversations with their school colleagues about target students' skills and learning targets to be helpful and non-threatening to the other teachers; however, they encountered initial resistance to the LITs required by the program. Although the transcripts were being used solely for SAM participants to see target students' learning opportunities and classroom behavior, teachers were at first reluctant to open their doors. Their initial concern that they might be evaluated by team members, who were pursuing their administrative credential, lessened after the SAM team presented work at school-wide professional development sessions and made clear that their focus was on target students' learning. This sharing, coupled with the principal's legitimization and support of inquiry, facilitated team members' access to other teachers' classrooms and their ability to assess how well the curriculum and classes supported their target students' particular learning needs.

SAM team members became increasingly skilled in working with colleagues on analyzing student performance. Before conducting a LIT, a team member sat with the teacher to examine student data, and afterwards they shared and discussed the transcript. Not only did teachers become more comfortable having a team member in their classroom, but they often asked for advice on how to better reach target students. LITs gave teachers opportunity to see their instruction through the lens of the target students in their classrooms and helped them become reflective about their practices.

Over the course of two years, the team's target population dwindled in size as interventions proved successful, decreasing after the first year from 36 to 26 due to discharges and improved student performance. At this point, the team added mentoring and group meetings to the after-school tutoring, thus increasing instructional time with students. By the end of the second year of SAM, the team had surpassed its original goal of a 50% passing rate of 65 or higher for Global Regents and 43% for ELA – 76 percent and 56 percent of the students, respectively, passed the two exams. This outcome left the team with 14 remaining target students to track and mentor going into their third year in the program.

In the third and final year of SAM II (2007-08), the team aimed to continue the expanded repertoire of interventions from year 2 and to identify a new target population of students. Again the team analyzed Regents scores to identify students who had not yet achieved at 65 on Global Studies and ELA Regents. They then designed and used their own assessments to identify gaps in skills and sub-skills. During the first year of inquiry, the team had initially relied on available Acuity assessments, but "we didn't think that we got much from it...we wanted to get the students where they were...We created our own questions in which the students have to read passages and answer comprehension questions. And they were all targeting the specific skills that we wanted to find in the kids." As in the first year, the team used their assessment every 4-6 weeks to track student progress.

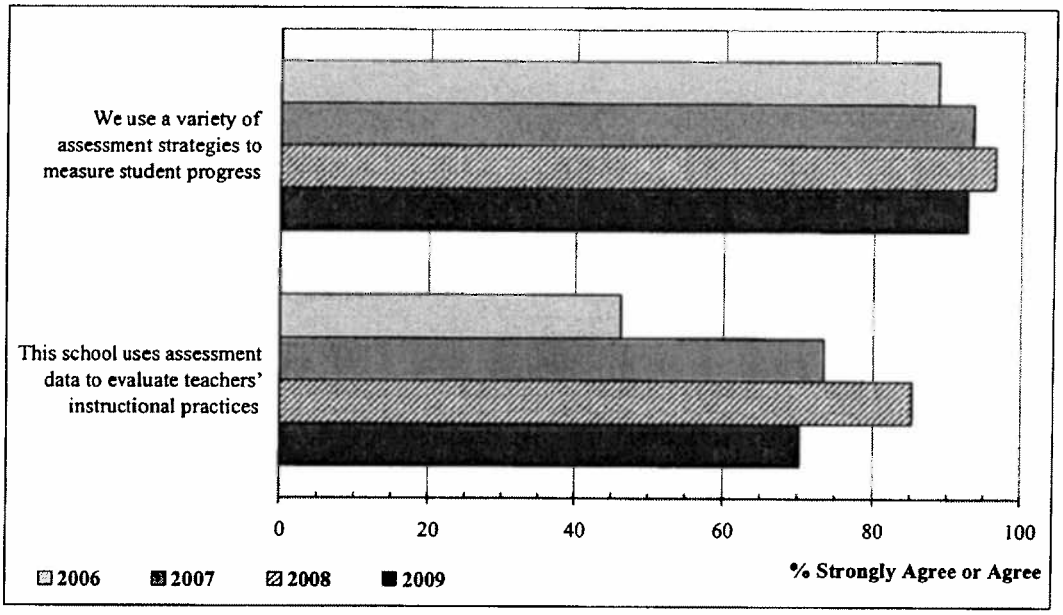
By the end of the year the team was proud that their remaining 14 target students had passed the Global and ELA Regents with 65 or higher. Also, the team's ongoing sharing of data

and professional development with colleagues had nurtured a culture of inquiry in the school. Initially SAM participants "were sharing the information with [others] in the hope that they would use the same strategies...[that were] being used in after-school by the teachers in SAM." They found that teachers were surprised by how quickly the interventions could accelerate the students' performance and became consistent intervention adopters. Further, students had come to take more ownership over their learning. SAM teachers noted that "students were also monitoring their own progress...That was great...making the students feel that we were there for them and we were not going to leave them alone, that this was something we were all going to do together, was great."

The SAM II team's work prompted the increase of common planning time and growth in teacher collaboration in the school, as well as increased attention to the link between student performance and instruction. Figure 8 shows a dramatic increase during this period of time in teachers' reports that the school is using assessments of student performance to evaluate instruction – a change that has largely been sustained.

The SAM II team's success in improving student outcomes and their leadership in the school developed faculty interest in and commitment to using inquiry as an improvement strategy. According to team members, "it's not just about SAM but about the school." Decision-making in the school became increasingly tied to evidence of student learning needs.[24] In effect, SAM helped to develop a school culture of decision making that uses data on student achievement and learning needs to focus and evaluate policies, programs, and practices.

Figure 8. **Marble Hill Teacher Reports on Assessment Use: 2006-09**



[24] Our 2006-2009 surveys document an increase from 52 percent to 86 percent of teachers who agreed with the statement "The faculty has an effective process for making group decisions and solving problems."

SAM III. The second Marble Hill team began its program in February 2008, while the SAM II team was completing its third year. The new team included an ELA/ESL teacher who was in her first year at the school, having previously worked with the Marble Hill founders at their former school, and a math teacher who had been at the school for four years. Each had additional responsibilities in the school: the math teacher coordinated the Advisory Program, and the ELA teacher became the data specialist for the school's Inquiry Team and subsequently the school's ESL coordinator.

This team's program context differed from that of the school's SAM II team. Their seminar instructor was new to the SAM program, and the school had a new LDF who was Marble Hill's former principal.[25] The school's current principal was a SAM graduate and thus had an insider's perspective on the credentialing program and commitment to leading inquiry in the school. Further, as she noted: "little program change and little teacher turnover" contributed to a smooth start for the school year and helped to ensure continuity of ongoing inquiry work.

Building upon tested and successful SAM II methods, the new team identified a target population of 24 ELL students in the 11th grade who had failed at least two Regents examinations. The students represented 12 different countries and various language backgrounds. The team continued working with these students through their 12th grade year and added four additional students whose ELA Regents scores were below 65.

During the first year of their SAM work, the team focused on building target students' academic vocabulary. In the second year, their ongoing analysis of data from Regents examinations and Scantron assessments led them to focus on ELA, reading as a skill, and reading comprehension as the sub-skill. The team used *The Seven Habits of A Proficient Reader* as a resource for refining learning targets: main idea, inferring, summarizing, and questioning.

The SAM III team designed and implemented both programmatic and instructional interventions. Programmatic interventions included: individualized programming; a two-hour ELA block; Regents prep courses for Global Studies, Math, US History, and Living Environment; mentoring sessions every 4-6 weeks; mandated after school tutoring; Saturday Academy; and small group instruction during the school day for students most at risk in ELA and Math. Instructional interventions consisted of: intensive independent reading in ELA block; direct reading instruction in *The Seven Habits of a Proficient Reader*; strategies practice in whole class, group, and individual reading; individual vocabulary work in Global Studies and Math; instruction in learning targets using both students' independent reading level and Regents level texts; and frequent conversations between ELA, Global, US History, and Math instructors.

SAM III teachers tracked and presented Scantron data measuring their students' progress over time (see Table 2). Students showed steady improvement on these formative assessments of

[25] The school had joined New Visions for Public Schools' PSO in 2007-08, and New Visions assigned an LDF to each school primarily to support the work of its Inquiry Team. The former Marble Hill principal joined New Visions as an LDF after retiring; she became responsible for several small schools, including four of the SAM II schools in former Region 1. As Marble Hill's LDF, she worked with the principal and the school Inquiry Team to support its improvement efforts.

reading skills. On average over 13 months there was a 1.4 grade level improvement. One student moved six grade levels.

This team dealt with the challenges of "going small" with data, as had SAM colleagues in their and other schools. What helped most in fine-tuning their assessments and interventions were: 1) focus and reflection on links between teaching and target students' learning in their own classroom and 2) consultation with colleagues who teach the target students to diagnose the students' skill gaps and assess their progress.

Table 2. **Scantron Results by Grade Level Equivalency in Reading, Nov. 2007-June 2009**

Name	Nov-07	Feb-08	Jun-08	Oct-08	Dec-08	Apr-09	Jun-09	Gains in academic year 08-09	Overall gains
	4.8	5.9	6.1	5.1	7.4	7	8.4	3.3	3.6
	2.1	2.3	3.3	3.2	3.7	2.7	2.8	-0.4	0.7
		5.5	6.3	5.9	5.9	9.9		4	4.5
	2.5	2.5		2.5	5.1		5.5	3	3
	3.9	3.2	4.7	3.6	3.8	2.4	5.4	1.8	1.5
	5.8	4.9	6.1	6.3	7.9	9.9	6.2	-0.1	0.4
	2	<2		<2		2.9	5.2	3.2	3.2
	4	5.7	5.2	3.8	6.2	7.1	6.3	2.5	2.3
	6.6			7.2	5.2	5.9		-1.3	-0.7
	2.9	2.2	2.5	2.3	3.7	3.8	3.3	1	0.4
	3.7	3.8	4.8	5.4	4.2	7.5	5.1	-0.3	1.4
	4.5	3.5	3	3.5	2.4	4.7	3.1	-0.4	-1.4
	4.1			3.9	4.4	7	7	3.1	2.9
	6.3	4.1	7	5.3	7.4	6.8	7.4	2.1	1.1
	2.8	4.9	8.1	>9.9	9.4	6.1	9.6	-0.3	6.8
	5.8		3.7	3.3	3.3	7.2	9.9	6.6	4.1
	5	5.5	5.7	7.3	6.4	8	6.3	-1	1.3
	3.1	3.3	3.5	3.4	4.9	4.9	5.9	2.5	2.8
	4.1	5.2	4.4	4.1	6.3	5.3	5	0.9	0.9
	3.4	2.6	4.1	4.3	4.9	3.7	5.8	1.5	2.4
	2.5	2.5	3.5	4.5	2.6	2.5	5	0.5	2.5
	3.4	3.3	4.8	5.3	5.8	5.4	4.1	-1.2	0.7
Average change								**1.41**	**2.02**

In the last analysis, the SAM team was looking for student success on high-stakes Regents exams. Although not all target students passed the Regents, "we had quite a few kids who on their English Regents went from getting something like 25 points to getting 55 or 53 points. So they're really in the ballpark of passing soon. But they came up maybe 30 points! And a 30 point increase...is astounding." The team summarized the overall pattern of target students' movement on each Regents exam with data shown in Table 3. By June all of the students had passed the ELA exam.

Considering these results, the school's LDF commented that the SAM III team "is producing really good work. I mean they're really dedicated to this population of kids. And they've got a *lot* of kids. It's a pretty big target population. And the stakes for them are very high because they selected kids who they were hoping to graduate."

Table 3. **Regents Performance: Number of Students' Highest Scores in Each Category Before January 2009 Compared to After the January 2009 Regents Examinations (total=22)**

	US History		Global		ELA		Math		Living Env.	
	pre Jan	**post Jan**	pre Jan	**post Jan**	pre Jan	**post Jan**	pre Jan	**post Jan**	pre Jan	**post Jan**
Below 55	13	**10**	7	**4**	15	**7**	2	**0**	2	**1**
55-64	6	**7**	7	**8**	7	**10**	9	**4**	10	**7**
65+	3	**5**	8	**12**	0	**5**	11	**18**	10	**14**

A member of the school's Inquiry Team commented on SAM's role in bringing staff focus and commitment to students who might otherwise fall outside the sphere of success:

> If it wasn't for SAM, a lot of these [target] kids would have fallen through the cracks. Some would have just been mis-scheduled. Students have so many little needs and that type of focused work to address these needs would not have happened without the IT process. Furthermore, now the teachers know these students [target group] really well: other people start thinking about these kids differently.

All but three of the SAM III team's twenty-four target students graduated on time with their class.

School culture change. Over the past four years, Marble Hill has developed a school culture of inquiry. Each of the SAM teams has involved their colleagues as participants in inquiry and implementers of instructional interventions. The principal observed, "...we've pulled in others who aren't in SAM, and I think that's really helped... [The new SAM team has] helped spread that process around." NV support staff noted of Marble Hill that "in terms of the percentage of teachers there, they're getting into a kind of school-wide thing that's becoming just the way that they work in their school, and they're really into it."

The school has institutionalized structures and norms to sustain an inquiry culture. Common planning time is established, and most teachers welcome the chance to work with colleagues to improve instruction for their students. SAM graduates and participants have been taking on leadership roles in the school, and a third cohort of three SAM participants began the program in Fall 2009. It appears that Marble Hill has moved beyond a 'tipping point' at which inquiry has become part of 'the way we do things in the school' and at which there is an irreversible collective commitment to making sure that all students succeed. The school Inquiry Team's leadership will continue to be important for leveraging and modeling the process. This year it is focusing on struggling 10th graders and will carry out a cycle of analyzing skill gaps,

identifying learning targets, designing and evaluating instructional responses, and sharing effective strategies with all teachers in the school.

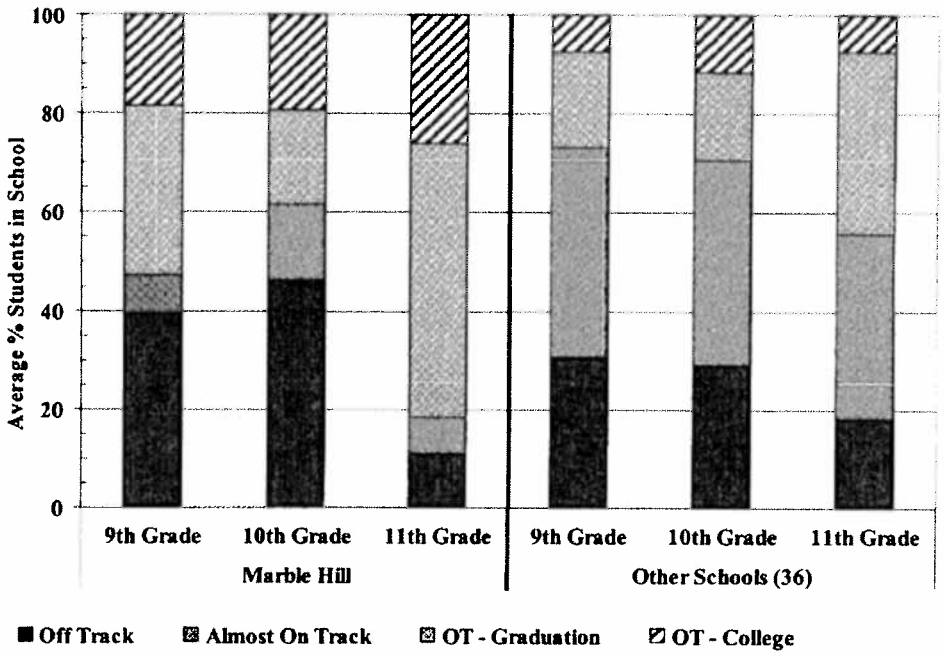
Marble Hill's progress on inquiry-based reform over the past four years is captured by trends on quantitative measures of the school's inquiry culture. For one, the school's ratings on the DOE's Quality Review, which emphasizes a school's use of data to assess and improve instruction, improved significantly. In 2006-07, Marble Hill was rated "well developed" in all areas including data inquiry and praised as being an "effective school where high quality leadership has a significant effect on the culture and learning environment for students, staff, parents and wider community." In 2007-08, Marble Hill received ratings of "outstanding" across all criteria, reflecting the spread and deepening of its inquiry work. The Quality Review stated "the school is using a wealth of data on students to provide exceptional outcomes in students' progress and performance," including "excellent assessment systems" which teachers use from the very start of the school year to determine instruction and "interim tests" to assess student learning (with a special focus on English language learners). As a result, "teachers know their students exceedingly well both academically and socially," and students (particularly ELLs) "make exceptional progress in their achievement."

Further, on our teacher survey measures of a school's culture of assessment use, Marble Hill moved significantly during its third year of SAM (Figure 8 above). The jump in 2007 can be interpreted as a qualitative shift in the way assessments were used being in the school as a function of the SAM team's leadership of inquiry with the staff. Four-year survey trends show that the school has sustained its practice of using student assessment data to evaluate instruction.

Student outcomes. Outcomes for students beyond the SAM teams' target group are reflected in the increased proportion of students on track to graduate across grade cohorts. Figure 9 shows on track measures for students in each cohort who entered the school with 8th grade ELA scores below *Proficient.* Among such students in the 11th grade in 2008-09, over 80 percent were on track to graduate or attend college – more than double the percent on track in 10th grade and about 30 percent higher than in 9th grade. Further, Marble Hill's 11th graders who entered the school with weak ELA skills far exceed the performance of similar 11th graders in the non-SAM comparison schools (over 80 percent versus 45 percent). The sharp jump between 10th and 11th grade students' performance likely reflects both SAM teams' focus on the older cohorts for their interventions. As the school's Inquiry Team shifts its focus to 10th graders this year, the pattern of improved student outcomes across grade cohorts should be more incremental.

The school's high four-year graduation rate – estimated at 95 percent for 2007-08 – is further evidence of the SAM teams' progress in bringing students into the school's sphere of success. Through strategic action to address learning needs of students who enter the school not well-prepared to learn from its enriched educational program, the school is making a difference for students who otherwise might fall through the cracks.

Figure 9. **Marble Hill Student Outcomes: "On Track" Performance for Students whose 8th Grade ELA Scores were Below *Proficient*, by Student Cohort**



Lessons and Issues for Further Research

Lessons from SAM to date contribute to a growing knowledge base on inquiry-based reform and frame issues for ongoing evaluation research. Evidence that schools' sustained participation in the credentialing program develops an inquiry culture and expanded sphere of student success supports SAM's theory of action. It also begs the question of whether and how schools can achieve these outcomes without the SAM curriculum and relatively intense facilitator support. After less than two years of inquiry work, New Visions schools not involved in "SAM-cert" have widely varying intermediate outcomes. Our evaluation will continue to track these schools' progress and capture lessons from their struggles and successes. We also will continue to document the workings of the certification program and what facilitators and principals are learning about how to support a team's development of inquiry and school leadership skills. Here we sketch specific lessons and issues to guide ongoing research.

SAM's credentialing program and school reform model are synergistic. SAM takes a long-term perspective on administrator placement. It places priority on developing participants' leadership skills so that when they do take an administrative position, most likely becoming an AP in their or another school, they will be able to make a difference for student achievement. SAM graduates have had first-hand experience leading educational improvement in urban high schools and developed skills in:

- Collaborating with colleagues as part of a school leadership team
- Using data and inquiry to focus and evaluate efforts to improve student learning
- Leading change in school professional culture toward a focus on student results and inquiry to improve instruction.

Practice-based learning through SAM assignments, supported by the program's tools and facilitators, translates into both improved leadership in the school and graduates' capacity to lead improvement as administrators in other schools.

As New Visions and New York City work to scale SAM's model for inquiry-based leadership and school reform, the question of how the credentialing program operates to promote school success is important to consider. And specifically: what facets of the SAM program can be replicated effectively without seminars, assignments, and certification?

Also important is the question of time needed for inquiry practice and leadership to take hold in a school. Schools where we documented broad, deep, and sustainable culture change had participated in the program for at least three years. And prior research indicates that school reform initiatives produce significant student outcomes only after their third year of implementation. Might we begin to see significant growth in inquiry leadership within non SAM-cert schools in New Visions and other SSOs over the next year? Evaluation results for 2009-10 and comparisons of outcome trends for new SAM-cert and non-cert schools will provide a fairer assessment of the program's effect on change.

When implemented well, SAM yields expected professional and student outcomes. SAM teams that fully implemented the model – developed a well-functioning team, carried out the cycle of inquiry with rigor, and led inquiry with colleagues – successfully moved their school culture and improved student success. Quantitative trends and case studies support SAM's theory of change. In both small high schools and in the SLCs of large restructured high schools, teams that mastered the inquiry cycle led their colleagues toward a culture of assessment use. In turn, growing proportions of students transitioned to being on track to graduate.

The trajectory of change we observed corresponds with SAM's theory of action. As a school team successfully moves target students on a particular skill, members develop a new perspective on the problem of student failure and on teachers' ability to respond in ways that promote student success. The team begins to engage colleagues in using data to identify and address student skill gaps and to lead change in school systems and culture. SAM teams' leadership took many forms – involving colleagues in instructional responses to target students' needs, sharing data about successful (and less successful) responses, offering transcripts of target students' behavior in classrooms to help shift teachers' focus toward learning, mentoring colleagues in use of data for inquiry into students' learning needs, pushing colleagues on their thinking about why students struggle, involving students in reviewing their data and developing their agency, and working with school administrators to organize and support new cohorts of inquiry teams in the school.

Although we can document the broad arc of change and ways in which teams engage their colleagues and students, we know much less about the developmental stages of change.

Within a SAM team, what qualitative shifts in individual perspective and team practice occur that enable team members to implement the model and become agents of school change? At the school level, through what stages does the professional culture move to reach a tipping point where inquiry norms overcome teacher resistance to change? Answers to these questions would provide a knowledge base to help focus strategic, effective approaches to facilitating inquiry-based reform.

Implementing SAM requires high-quality facilitator support. SAM research as well as broader literature on instructional improvement initiatives provide evidence that external coaches or facilitators can be key agents in leveraging and supporting change in professional practice. This is because routines and habits of mind in teaching, as well as typical instructional and teacher assignment policies in schools, inhibit change. Implementing SAM's inquiry model entails a significant challenge to teachers' and administrators' thinking about whether and how they can improve the success of struggling students. Many see students as victims of poverty and dysfunctional families and feel helpless to make a difference. A skilled and trusted coach can create the disequilibrium essential for individuals to change their mind about why students fail in the school and how they can meet their learning needs. Once teachers see that students can learn and improve their performance, they become invested in the work of SAM.

Significant quantitative effects of facilitator support on Inquiry Teams' progress indicate that *variation* in the quality of facilitation across New Visions schools makes a difference for school teams' progress. Unless a facilitator has deep understanding of principles of inquiry and ways in which it challenges team members' thinking, s/he will not be prepared to leverage and support shifts in team members' thinking. Ensuring that structures and routines are in place is not sufficient to move a team beyond ritual practice to serious inquiry work and leadership in the school.

We need to know much more about the ways in which a facilitators brings about qualitative shifts in a team's inquiry practice and enables members to overcome typical roadblocks to the next developmental stage. In addition to research on developmental stages of inquiry team and school culture change, Research focused on strategic facilitator moves that support change at different stages would complement that on developmental stages of inquiry team practice and school culture change. Results would contribute important knowledge for facilitator practice – to help guide their decisions, for example, about when to create disequilibrium in a team's thinking and when to help teams consolidate new thinking and practice. Further, we need to better understand how facilitators learn to use and refine such. How much and what kinds of investment in facilitator development are needed to scale up SAM? Over the next year, the evaluation will be documenting SAM facilitators' learning about both development stages of their teams' work and effective facilitation strategies to support their teams' development.

Principals make a difference for an Inquiry Team's progress. SAM's theory of action calls upon the principal to build a team of staff leaders to pioneer and ultimately lead evidence-based practice in the school. In SAM, a principal's leadership centers on creating ample time for teamwork, supporting the team's access to and use of data on individual student performance, endorsing teachers' inquiry work as important and central to the school's improvement efforts,

and authorizing the team's leadership with colleagues. By enabling and promoting Inquiry Teams' work, principals help broaden school leadership and shift the focus of instructional improvement efforts from adults to students, from teacher evaluation and professional development to student assessment and instruction targeting their skill development.

Our finding that Inquiry Teams' ratings of their principal's support vary widely across New Visions schools suggest that some principals either do not understand the leadership roles needed to support SAM or do not buy into the model. Nonetheless, a principal's support rating is a significant predictor of the inquiry team's progress.

Part of this variation may come from competing paradigms of instructional leadership. SAM challenges principals to move away from a paradigm that defines principal leadership in terms of holding teachers to high standards of content instruction and regularly monitoring their classroom practice, e.g., to evaluate fidelity to an instructional pacing guide. SAM calls for a new paradigm of principal "learning leadership"[26] – one in which school leaders hold teachers accountable to identify student learning needs and develop high-leverage strategies to address them.

Research on how principals learn to develop new "learning leadership" practices in support of inquiry-based reform would help principals, SSOs, and SAM program leaders to implement and spread SAM. What kinds of evidence or experience make a difference in principals' commitment to this improvement strategy over others? What kinds of principal supports are most critical at each stage of development of team inquiry practice? How does a principal learn to make strategic decisions to advance both inquiry and school staff's capacity to address the pressing learning needs of struggling students?

System investments set capacity for scaling up SAM. An additional lesson that might be drawn from evidence that both facilitators and principals are critical to teams' progress is that school systems play an important role in developing professional capacity to scale SAM in NYC and elsewhere. The learning curve for principals and for individuals who become SAM facilitators is quite steep because often it entails *un*learning prior approaches to leading instructional improvement. Just as SAM teams needed to move beyond their comfort zone to develop new perspectives and practices for addressing student learning needs, leaders of change in this direction also need to reframe their roles and develop new skills to promote inquiry-based reform.

Pressing questions in the NYC context center on how much and what kinds of resources are needed to develop facilitators' and principals' understanding and skills to lead school change toward inquiry practices to improve student learning? Evidence from the SAM certification program suggests that investment in facilitator training needs to be substantial. The program uses weekly all-day facilitator training sessions for include curriculum development, calibrating standards for evaluating SAM team products, and collective problem solving around particular instructional challenges. The weekly sessions ensure quality control in the program and a high-functioning learning community to support effective facilitation. It establishes conditions for an effective leaning environment –one that is focused on content, learners, assessment and

[26] Dufours, R. and R. J. Marzano, "High-leverage strategies for principal leadership." *Educational Leadership,* February 2009: 62-68.

feedback, and community.[27] Is this level of investment in facilitator development essential and scalable? What if any "short cuts" would enable the same level of success?

Future research to guide system investments would consider valuable learning resources, as well as knowledge gaps, experienced by facilitators in non-cert schools. For example, to what extent and under what conditions can facilitators with less training learn through using the SAM curricula and guidelines developed in the certification program? How can an SSO or school network utilize the SAM tools, as well as lessons from SAM practice and evaluation research, to scaffold the development of effective facilitation across schools? What kinds of ongoing learning opportunities are essential to success?

New Visions has been a leader in developing new schools around design principles, pioneering SAM, and using school inter-visitations as a way to expand schools' horizons and cross-fertilize knowledge from practice. The PSO is well-positioned to develop design principles and guidelines for developing school administrators' and facilitators' capacity to lead inquiry-based school reform. In turn, this work will contribute knowledge to the broader system about how to build professional capacity for inquiry-based school reform.

[27] For elaboration of conditions of effective learning environments, distilled from cumulative research findings across several disciplines, see Bransford, J., A. Brown, and Cocking, *How People Learn.* National Research Council, 1999.

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Appendix A

NV-PSO Inquiry Team Survey: Scale Definitions

These survey scales were developed with data from the SAM Evaluation's Inquiry Team Survey. The survey was administered in Spring 2008 and Spring 2009 to IT members in all schools that are part of New Visions for Public Schools' PSO (NV-PSO) in New York City (N= 187 from 57 schools in 2008; (N = 291 from 71 schools in 2009). Principal components analysis was used to identify survey items that loaded on a common factor. The alpha coefficient indicates internal consistency of each scale and is shown for both 2008 and 2009. This document includes just those scales that are included in CRC's October 2009 report.

I. SCHOOL INQUIRY CULTURE AND LEADERSHIP

- ***Culture of Assessment Use*** **(2 items. Alphas = .82 & .81)**
  5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

  How well does each of these statements describe ***how teachers work together in your school or SLC*** *(if you teach in a large high school divided into SLCs)?*

	2008	2009
We use a variety of assessment strategies to measure student progress	3c	3c
We use assessment data to evaluate our curriculum and instructional practices	3d	3d

- ***Leadership in School or SLC: Data-based Improvement*** **(3 items. Alphas = .89 & .93)**
  5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

  Now consider ***leadership in your school or SLC****. Please indicate the extent to which leader(s) do each of the following...*
  School / SLC leaders...

	2008	2009
Use data to identify patterns to inform decision making	4e	4d
Use objective evidence to identify, frame and solve problems	4g	4e
Use data to evaluate the effectiveness of decisions	4h	4f

II. INQUIRY TEAM WORK IN THE SCHOOL

A. Practices Linked to SAM Inquiry Team Standards

➢ ***Inquiry Team Performance Standards: Results Orientation*** **(3 items. Alphas = .90 & .90)**
5-point Likert-type frequency scale, ranging from 1 ("Never") to 5 ("Always")

This question concerns how you and others in your Inquiry Team ***work together****. Please indicate the extent to which the team operates in each of the following ways.*

Our Inquiry Team members ...

	2008	2009
Establish clear and unambiguous measurements for assessing our success	11n	8n
Stay focused on results in the face of distractions and competing priorities	11o	8o
Willingly make sacrifices for the good of the team and the achievement of our goals	11p	8p

➢ ***IT Leadership of Data-based Improvement*** **(3 / 2 items. Alphas = .90 & .90)**
5-point Likert-type frequency scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

Now consider ***how the Inquiry Team works with others in your school****. Please indicate how well each of these statements describes your work.*

On the whole, our Inquiry Team ...

	2008	2009
Uses data to identify patterns to inform decision making	12b	12b
Uses objective evidence to identify, frame and solve problems	12d	12d
Uses data to evaluate the effectiveness of decisions	12e	--

B. Facilitator and Principal Support of IT Work

➢ ***LDF Support of Inquiry Cycle*** **(3 items. Alphas = .94 & .92)**
5-point Likert scale, ranging from 1 ("Not at all Valuable") to 5 ("Extremely Valuable")

Please indicate whether or not your LDF has worked with your Inquiry Team this year on each of the following activities. If yes, please rate how valuable it has been for your leadership development.

	2008	2009
Use data to identify target students	13a	9a
Use data to identify skill gaps for target students	13b	9b
Conduct low-inference observations of classroom(s)	13c	9c
Use data to evaluate our curriculum and instruction	13d	9d
Decide on intervention(s) for target students	13e	9e

➢ ***LDF Support of IT Leadership* (4 items. Alphas = .93 & .86)**

Engage faculty in problem-solving instructional issues	13g	9g
Lead a school-wide focus on learning	13h	9h

➢ ***Facilitator Standards-based Practice (4 items. Alphas = -- & .90)***
5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

To what extent does each of the following statements capture your ***Inquiry Team's experience with facilitator and principal support over the past year?*** [Note: "facilitator" refers to the New Visions LDF working with your team or, if you participate in the SAM program, to your instructor.]

	2008	2009
Facilitator conveys clear objectives and expectations for our work	--	11a
Facilitator creates structures for feedback and self-assessment on our behavior	--	11c
Facilitator pushes us to think in new ways	--	11e
Facilitator holds us to the performance standards for inquiry teams, specifically, moving the students	--	11o

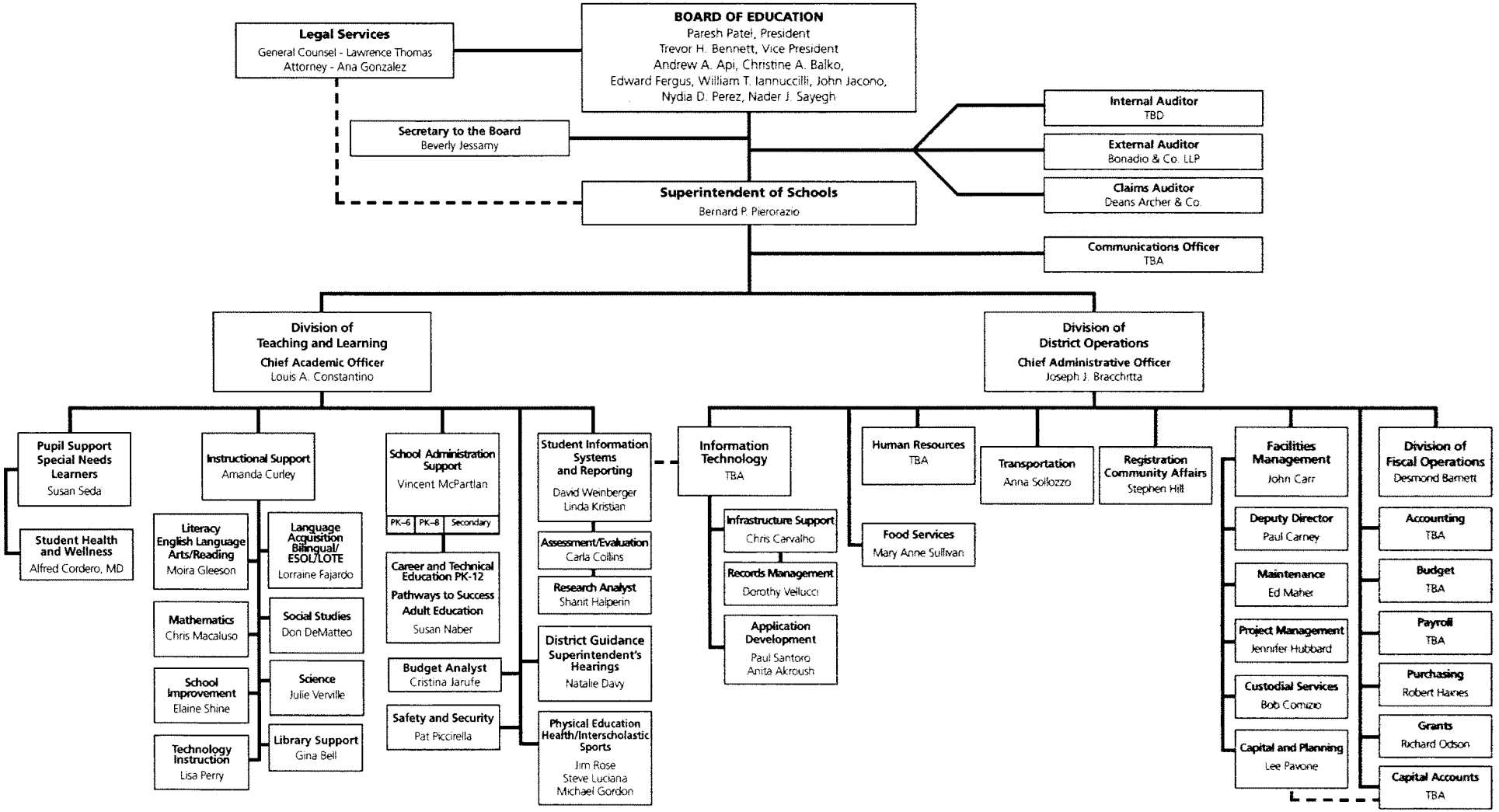
➢ ***Principal Support of Inquiry Team* (3 items. Alphas = -- & .88)**
5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

To what extent does each of the following statements capture your ***Inquiry Team's experience with facilitator and principal support over the past year?***

	2008	2009
Principal establishes conditions for trust and open communication	--	11b
Principal actively supports our risk-taking	--	11f
Principal uses authority to push our learning in the service of target students and targeted learning goals	--	11h

YONKERS PUBLIC SCHOOLS

2012-2013 TABLE OF ORGANIZATION



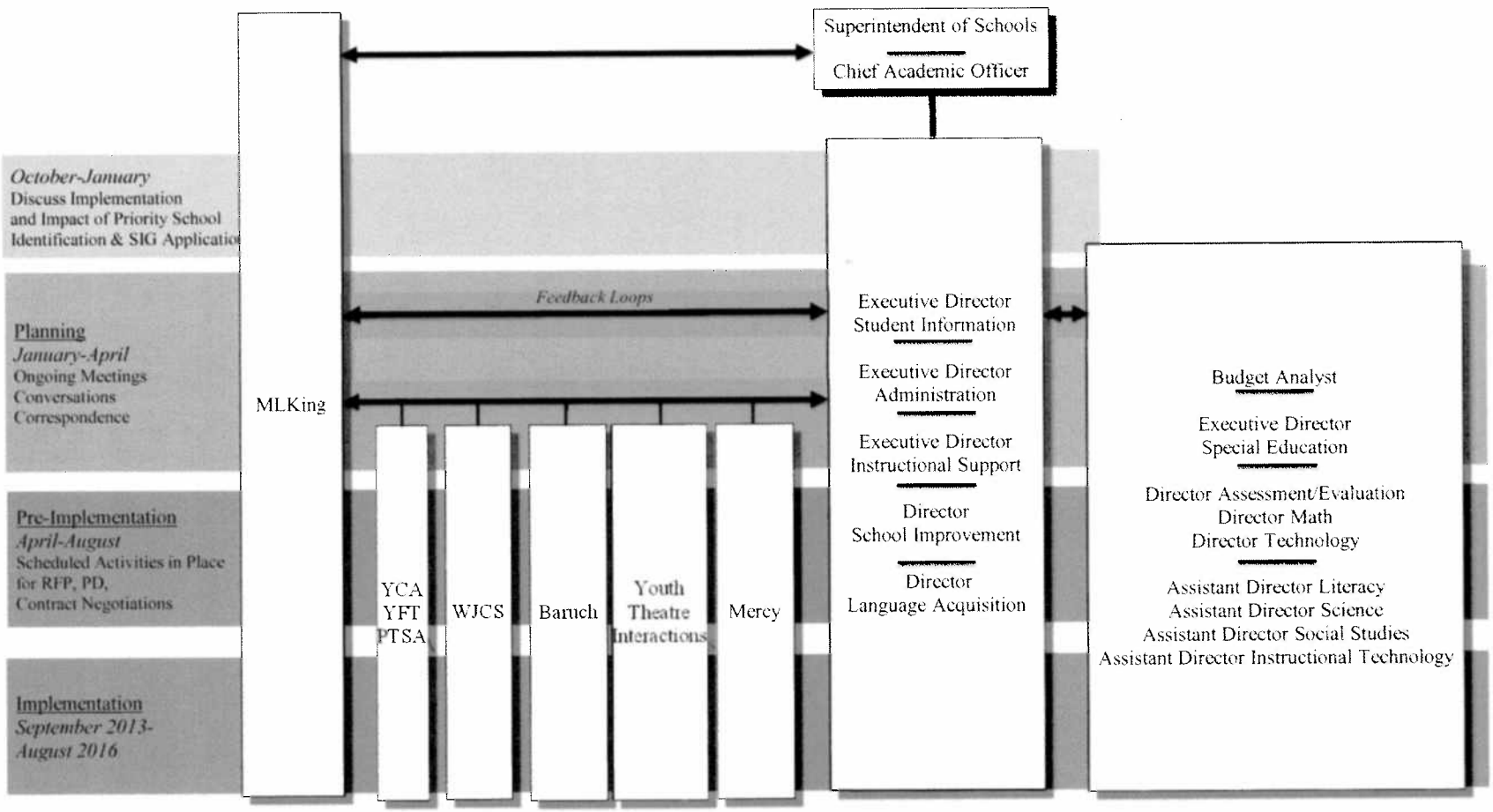
Yonkers City School District
School Improvement Grant 2013-2016
Martin Luther King Jr. School

Full Calendar Schedule Events 2013-2014

Start of Year	• Review of DTSDE Tenets by Administrative & Leadership Teams, Instructional Staff • Refresh review of APPR process by School Administrators
Sept-Oct **Goal Setting**	• Review: Last year's data; curriculum, standards, rubrics • Teachers choose two (2) goals aligned to the NYSUT Teacher Practice Rubric (2012) • By 10/31/13: Professional Goals and Activity Forms are presented to administrator • By 10/15/13: Teachers notified of administrator(s) conducting their observations • Teacher Improvement Plan (TIP): Teachers who received Developing of Ineffective in June will develop a TIP by 9/30/13
Observations	
Sept – Nov	• Pre and Post conferences • First (#1) formal observation • Informal walk through observations conducted monthly when not being formally observed
Nov-April	• Pre and Post conferences • Second (#2) formal observation • Third (#3) formal observation – Probationary Teachers – announced/unannounced • Informal walk through observations conducted monthly when not being formally observed • Mid-year review of Assistant Principal by Principal • Mid-year review of Principal by Executive Director of Administration
Evidence Gathering and Review	
Sept – May	• Teachers and Administrators gather evidence to support goals. May include, but not limited to: Professional development; Reflection of goals; Assessments; Congruence
Jan - Feb	**Mid-Year Informal Review of Goals Progress and Evidence Gathering** • Review of progress by teachers and administrators. May include, but not limited to: Individual review meeting; evidence collection; administrator feedback; highlights; professional development
May	**Presentation of Evidence** – *Optional: Teacher/Administrator Conference* • Teacher continues to work toward the accomplishment of goals • Professional Growth and Activity Form – Teacher submits his/her professional development, highlights, and reflections to support goal accomplishments
June	**Administrative Evaluation of Evidence** – *Required: Teacher/Administrator Conference* • Administrator reviews all evidence with teacher • Administrator uses the NYSUT Teacher Practice Rubric and assigns points on the Professional Growth and Activity Form providing end-of-year evaluation • Teacher receives a copy of the Professional Annual Evaluation Summary Worksheet and Professional Annual Evaluation Summary Form (the completed portion) two (2) weeks prior to the last day of school and receives a HEDI Rating • If the composite score is issued and the teacher received a rating of *Developing* or *Ineffective*, a TIP must be jointly developed • Assistant Principal receives an annual evaluation from the Principal • Principal receives an annual evaluation from Executive Director of Administration using the Marshall Rubric and applying the HEDI ratings
Plans reviewed annually. If no changes to the law or negotiated items occur the plan will stay in place and follow the same process.	

Section II, G. District Accountability and Support

i.



Yonkers City School District
School Improvement Grant *2013-2016*
Section II, I. Training, Support, and Professional Development – MLK

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Workshops offered during pre-implementation period, April through August 2013			
Data Disaggregation and Analysis Admin, Teachers	Departments of Student Information and Instructional Support	To utilize a district wide data system which compiles all pertinent student information and introduce data applications which will enhance teaching and learning for teachers and all subgroups	Achievement gains on student performance data ; classroom observations of teaching practice as noted on annual evaluation
Integration of Technology Tools and Resources Admin, Teachers, Support Staff	Departments of Instructional Support, Office of Technology and Media	To provide learning strategies to support instruction technologies	Surveys of participants, observations and instructional practice as noted on annual evaluations.
Understanding by Design (UBD) Admin, Teachers	College Partners: Teacher's College, Baruch College	To improve the development and deepening of student understanding; effective curriculum design;	Evidence of improved student and school achievement through review of data, student work, and assessments
Training for Instructional Coaches Admin, Teachers	College Partner: Mercy College	To increase the instructional capacity of teachers for better incorporation of literacy and math into their instructional practices	Achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation, Mercy College program evaluation reports
enVision Math Program Admin, Teachers, Title I Math TA, Math Coach	Pearson Content Specialist, Department of Instructional Support, Office of Mathematics	To review program and resources to enhance teacher and learning	Surveys of participants, analysis of understanding as identified by providers, observations of administrators and instructional practice as noted on annual evaluations; achievement gains on student performance
Informational Writing Admin, Teachers, Literacy Coach	Department of Instructional Support/Literacy	To provide teachers with strategies to improve student writing practices by conveying information and ideas clearly	Surveys of teachers, observations of providers, annual report to the superintendent, student achievement gains in writing and other assessments

Yonkers City School District
School Improvement Grant *2013-2016*
Section II, I. Training, Support, and Professional Development – MLK

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Utilizing Rubrics in the Classroom	Department of Instructional Support	To increase teacher understanding and use of rubrics for teaching and learning	School based teacher surveys, increased use of rubrics for student work, achievement gains on formative and summative assessments, observations of teaching practice reflecting CCLS
Workshops for Parent Education – Reading Buddies After School and Summer programs Parents/ Families	Community Partner: Jewish Council of Westchester (JCY)	To increase parent understanding of the importance of literacy at home through partnership with school	Parent surveys, increased literacy at home, achievement gains on student performance, meetings with school principal, end of year reports and surveys from JCY to assure that goals/objectives
Workshops for Parent Education – Supporting Your Child's Success Parents/Families	Community Partner: Jewish Council of Westchester (JCY)	To promote collaboration between families and school staff to support student learning and healthy development at home/school; supporting 21st Century Grant goals and objectives	Parent surveys, increased family participation in school
Museum Education in the Classroom Admin, Teachers, Students	Community Partner: Hudson River Museum (HRM)	To provide experience-based, arts-infused, multidisciplinary, sequential curricular programming; integration of CCLS with literacy and the arts; supporting 21st Century Grant goals and objectives	School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation, end of year report from HRM

Yonkers City School District
School Improvement Grant *2013-2016*
Section II, I. Training, Support, and Professional Development – MLK

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Ongoing Workshops offered during implementation period, September 2013 through August 2014			
Team Building Strategies Admin, Teachers	Department of Instructional Support	To build teacher capacity to effectively turn key information from trainings/workshops	School based teacher surveys, increased dissemination of important information to administration and teaching staff
Training in the Use of Technology to Assess and Document Growth, Admin, Teachers (Two-part series)	Department of Instructional Support, Office of Technology and Media	To build teaching strategies on how to use various technologies to develop evidence through project based learning, documentation tools, and assessment resources	School based teacher surveys, increased use of technologies, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation
Vocabulary Instruction for ELLs Teachers, Support Staff, Literacy Coach	Department of Instructional Support/Offices of Literacy/ Mercy College	To provide strategies for building vocabulary instruction into daily routines to support ELL students, and subsequently improve their reading and writing skills	School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation
Understanding Depth of Content – ELA/CCLS Gr. K-3/4-5 (Series) Admin, Teachers, Support Staff, Literacy Coach	Department of Instructional Support/Office of Literacy/ Mercy College	To provide in depth reading and ELA strategies across the grade levels	School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation
Understanding Depth of Content – Math/CCLS Gr. K-3/4-6 (Series) Admin, Teachers, TA, Math Coach	Department of Instructional Support/Office of Mathematics/ Mercy College	To provide teachers with a deeper study of math content at these grade levels	School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation
Reading and Writing	Department of	To provide strategies for assisting students with	School based teacher surveys, achievement

Yonkers City School District
School Improvement Grant *2013-2016*
Section II, I. Training, Support, and Professional Development – MLK

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
in Math Admin, Teachers, TA, Math/Literacy Coaches	Instructional Support/Offices of Mathematics/ Mercy College	solving word problems and constructing short- and extended responses on the State assessment	gains on student performance, classroom observations of teaching practice as noted on annual evaluation
Unpacking the Thematic Essay Question Admin, Teachers Gr.7/8	Department of Instructional Support/Office of Social Studies	To provide teachers with strategies to assist students with breaking down Social Studies essay questions to understand exactly what is being asked and how to respond in writing	School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation
Heart of the Community – An Historical Exploration of Yonkers Teachers, students, parents	Department of Instructional Support/Office of Social Studies	To provide teachers and students with a walking tour highlighting the historical significance of the downtown Yonkers community.	School based teacher/student/parent surveys, achievement gains on student performance on Social Studies history projects, classroom observations of teaching practice as noted on annual evaluation
Hands on Science for the Elementary Classroom Admin, Teachers, Support Staff	Department of Instructional Support/Office of Science	To provide hands on science activities to enhance and enrich teaching and learning	Achievement gains on student performance data; classroom observations of teaching practice as noted on annual evaluation
Strategies for Developing Student Vocabulary & Reading Comprehension Admin, Teachers, Science Teachers, Literacy Coach Gr. 3-7	Department of Instructional Support/Office of Science/ Mercy College	To increase strategies for building and applying academic vocabulary and developing reading comprehension skills in the Science class	Achievement gains on student performance data; classroom observations of teaching practice as noted on annual evaluation

Yonkers City School District
School Improvement Grant *2013-2016*
Section II, I. Training, Support, and Professional Development – MLK

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Bilingual Common Core Initiative Admin, Teachers – Bilingual, ESL, Gen. Ed.	Department of Instructional Support/Office of language Acquisition	To provide teachers with an understanding and implementation of the prospective new English as a Second Language and Native Language Arts Standards aligned to the Common Core.	School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation
Classroom Management and Behavior Modification (Three part series), General and Special Education Teachers, Support Staff	Department of Instructional Support, Offices of Technology and Media/Special Education	To provide teachers with strategies on classroom management and behavior modification techniques while utilizing technology applications.	School based teacher surveys, achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation
The Scaffolded Apprenticeship Model (SAM) Admin, Teachers	College Partner: Baruch College	To establish school teams/Professional Learning Communities (PLC's) to develop effective inquiry based practices and lead school reform.	Improved student achievement, successful implementation of a collaborative and evidence-based practice, classroom observations of teaching practice as noted on annual evaluation
Performing Arts Afterschool Program, Students	Community Partner: Yonkers Theater Interactions, Inc.	To provide students with a range of performing arts programs that spans across all cultures	Student surveys, cultural awareness
Workshops on community-based clinical, mental	Community Partner: Westchester Jewish	To increase parent understanding of a wide variety of services available through this partner	Parent surveys, Parent surveys, increased family awareness of these topics, increased parent communication with school/counselors

Yonkers City School District
School Improvement Grant *2013-2016*
Section II, I. Training, Support, and Professional Development – MLK

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
health, counseling, and specialty programs	Community Services (WJCS)		regarding their child's social/emotional well-being
Bi-monthly Workshops in STE@M Educational Model Admin, Teachers, Parents	Department of Instructional Support	STEAM – Science & Technology interpreted through Engineering & the Arts, all base in Mathematical elements, will provide teachers "with the means for formally teaching the inter-relationships of how subjects relate to one another in real life" to students	School-based teacher, student, parent surveys; improved student achievement, successful implementation of a collaborative and evidence-based practice, classroom observations of teaching practice as noted on annual evaluation

Attachment D - (1003g) Budget Summary Chart

Agency Code	**662300010000**
Agency Name	**Yonkers City School District - Martin Luther King jr. School**

Pre-Implementation Period
(April 1, 2013 - August 31, 2013)

Categories	Code	Costs
Professional Salaries	15	$69,943.00
Support Staff Salaries	16	$12,646.00
Purchased Services	40	$25,000.00
Supplies and Materials	45	$70,000.00
Travel Expenses	46	$0.00
Employee Benefits	80	$17,810.00
Indirect Cost (IC)	90	$4,601.00
BOCES Service	49	$0.00
Minor Remodeling	30	$0.00
Equipment	20	$0.00
	Total	**$200,000.00**

Year 1 Implementation Period
(September 1, 2013 - August 31, 2014)

Categories	Code	Costs
Professional Salaries	15	$884,621.00
Support Staff Salaries	16	$134,875.00
Purchased Services	40	$320,000.00
Supplies and Materials	45	$115,046.00
Travel Expenses	46	$5,000.00
Employee Benefits	80	$295,107.00
Indirect Cost (IC)	90	$45,351.00
BOCES Service	49	$0.00
Minor Remodeling	30	$0.00
Equipment	20	$0.00
	Total	**$1,800,000.00**

Year 2 Implementation Period
(September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	$796,393.00
Support Staff Salaries	16	$132,193.00
Purchased Services	40	$200,000.00
Supplies and Materials	45	$55,755.00
Travel Expenses	46	$5,000.00
Employee Benefits	80	$271,618.00
Indirect Cost (IC)	90	$39,041.00
BOCES Service	49	$0.00
Minor Remodeling	30	$0.00
Equipment	20	$0.00
	Total	**$1,500,000.00**

Year 3 Implementation Period
(September 1, 2015 - August 31, 2016 - for Turnaround, Restart, and Transformation models only)

Categories	Code	Costs
Professional Salaries	15	$550,742.00
Support Staff Salaries	16	$132,516.00
Purchased Services	40	$115,000.00
Supplies and Materials	45	$12,054.00
Travel Expenses	46	$500.00
Employee Benefits	80	$163,029.00
Indirect Cost (IC)	90	$26,159.00
BOCES Service	49	$0.00
Minor Remodeling	30	$0.00
Equipment	20	$0.00
	Total	**$1,000,000.00**

Total Project Period
(April 1, 2013 - August 31, 2016 - for Turnaround, Restart, and Transformation or April 1, 2013 - August 31, 2014 for Closure models)

Categories	Code	Costs
Professional Salaries	15	$2,301,699.00
Support Staff Salaries	16	$412,230.00
Purchased Services	40	$660,000.00
Supplies and Materials	45	$252,855.00
Travel Expenses	46	$10,500.00
Employee Benefits	80	$747,564.00
Indirect Cost (IC)	90	$115,152.00
BOCES Service	49	$0.00
Minor Remodeling	30	$0.00
Equipment	20	$0.00
	Total Project Budget	**$4,500,000.00**

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Grants Finance, Rm. 510W EB
Albany, New York 12234

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (03/08)

YPS CODE # FY 2012-2013

Local Agency Information

Funding Source:	1003(g) School Improvement Grant (SIG) - Pre-Implementation Period - Martin Luther King Jr. School		
Report Prepared By:	Amanda Curley		
Agency Name:	Yonkers School District		
Mailing Address:	One Larkin Center		
	Street		
	Yonkers	NY	10701
	City	State	Zip Code

Telephone # of Report Preparer: (914) 376-8068 County: Westchester

E-mail Address: acurley@yonkerspublicschools.org

Project Funding Dates: 4/1/2013 (Start) 8/31/2013 (End)

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/ .

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$69,943
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Director of School Improvement	Covering 25% for the months of July and August	$118,640	$4,943
Planning and Professional Development hourly for School Administrators	Two Administrators	Administrators x $65 hourly rate	$15,000
Planning and Professional Development hourly for Teachers, Teaching Assistants and Substitute Coverage	Teachers/Teaching Assistants	Selected Staff Members - Teacher hourly $50.62/hr.	$50,000

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$12,646
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Improvement - Secretary	Covering 25% for the months of July and August	$63,486	$2,646
Clerical and School Safety Officer Overtime for Professional Development sessions	Support Staff	Average overtime rate of $48	$5,000
Technical Support Overtime	Support Staff	Average overtime rate of $48	$5,000

PURCHASED SERVICES			
		Subtotal - Code 40	$25,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
The multi-tiered system of instruction that Schoolwide Applications Model (SAM) follows using evidence-based educational approach will ensure student academic and social progress at all grade levels involving all stakeholders	Baruch College	Based on RFP and Contract	$25,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$70,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional supplies and supplemental materials to support the needed resources for the turnaround model in order to achieve positive outcomes for the school and community	Based on enrollment	Per pupil $71	$40,000
Technology required to support professional development and database structures to be accessed by all stakeholders to track school improvement: desktops, laptops, smartboards, software licenses	Based on enrollment	Per pupil $53	$30,000

Employee Benefits		
	Subtotal - Code 80	$17,810
Benefit		**Proposed Expenditure**
Social Security		$5,940
Retirement	New York State Teachers	$8,281
	New York State Employees	$2,304
	Other - Pension - LIFE	$10
Health Insurance		$1,275
Worker's Compensation		$0
Unemployment Insurance		$0
Other(Identify)		
Welfare		$0

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds)	$170,399
B.	Approved Restricted Indirect Cost Rate	2.70%
C.	Subtotal - Code 90	$4,601

For your information, maximum direct cost base = $195,399.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding $25,000 and any flow through funds.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$69,943
Support Staff Salaries	16	$12,646
Purchased Services	40	$25,000
Supplies and Materials	45	$70,000
Travel Expenses	46	
Employee Benefits	80	$17,810
Indirect Cost	90	$4,601
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		$200,000

Agency Code: **662300-01-0000**

Project #: **RFP#TA-11**

Contract #:

Agency Name: Yonkers City School District

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

1/22/09 — Date

Signature

Bernard P. Pierorazio, Superintendent of Schools

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	First Payment

Voucher # _____ First Payment _____

Finance: Log _____ Approved _____ MIR _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Grants Finance, Rm. 510W EB
Albany, New York 12234

PROPOSED BUDGET FOR A FEDERAL OR STATE PROJECT
FS-10 (03/08)

YPS CODE # FY 2013-2014

Local Agency Information

Funding Source:	1003(g) School Improvement Grant (SIG) - Year 1 Implementation Period - Martin Luther King Jr. School
Report Prepared By:	Amanda Curley
Agency Name:	Yonkers School District
Mailing Address:	One Larkin Center (Street)
	Yonkers (City) / NY (State) / 10701 (Zip Code)

Telephone # of Report Preparer: (914) 376-8068 County: Westchester

E-mail Address: acurley@yonkerspublicschools.org

Project Funding Dates: 9/1/2013 (Start) 8/31/2014 (End)

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/ .

SALARIES FOR PROFESSIONAL STAFF			
		Subtotal - Code 15	$884,621
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Director of School Improvement	0.25	$118,640	$29,660
Guidance Counselor	0.50	$127,245	$63,623
Social Worker	0.50	$126,151	$63,076
Math Coach	0.33	$113,791	$37,926
Literacy Coach	0.33	$113,791	$37,926
Bilingual Teaching Assistant	1.00	$35,470	$35,470
Math Teaching Assistant	1.00	$35,470	$35,470
Literacy Teaching Assistant	1.00	$35,470	$35,470
Professional Development Hourly for Administrators	Two Administrators	Administrators x $65 hourly rate	$50,000
Professional Development Hourly for Certified Staff, Teacher Trainers and Substitute Coverage	Teachers/Teaching Assistants	Selected Staff Members - Teacher hourly $50.62/hr.	$150,000
Stipends	Administrators/ Teachers/Teaching Assistants	Certified Staff	$346,000

SALARIES FOR SUPPORT STAFF			
		Subtotal - Code 16	$134,875
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Improvement - Secretary	0.25	$63,486	$15,875
Clerical and School Safety Officer Overtime for Professional Development	Support Staff	Average overtime rate of $48	$5,000
Technical Support Overtime	Support Staff	Average overtime rate of $48	$3,000
Stipends	All Support Staff	Non-certified staff	$111,000

PURCHASED SERVICES			
		Subtotal - Code 40	$320,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
The partnership with Baruch College will offer a Schoolwide Applications Model (SAM) multi-tiered system of instruction using evidence-based educational approach which will ensure student academic and social progress at all grade levels involving all stakeholders	Baruch College	Based on RFP and Contract	$60,000
The partnership will offer a full range of performing arts programs that address all levels and multiple disciplines, e.g. drama, photography, vocal, dance, instrumental; and all cultures	Youth Theatre Interactions, Inc. (YTI)	Based on RFP and Contract	$40,000
The partnership with WJCS will focus on youth development. Students will learn to become more effective in their interactions with others and improve their social skills while also experiencing new ways to give back to the community.	Westchester Jewish Community Services	Based on RFP and Contract	$30,000
The partnership with Mercy College will provide coaching Lab professional development support for academic enrichment	Mercy College	Based on RFP and Contract	$40,000
YMCA will provide school oriented community services	Young Men's Christian Association (YMCA)	Based on RFP and Contract	$25,000

Hands-on Environmental Education	Groundwork Hudson Valley	Based on RFP and Contract	$30,000
Lehman College will offer a environmentally "green" science facility, which will provide expanded opportunities and resources for teaching and learning, faculty and student research, and preparation for science-based careers	Lehman College	Based on RFP and Contract	$25,000
Technology Training and Instructional Support	Made Manifest	Based on RFP and Contract	$20,000
Pupil Transportation and Parent Meetings	Various Transportation Contracts and Food Services	Various district contracts	$50,000

SUPPLIES AND MATERIALS			
		Subtotal - Code 45	$115,046
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Instructional supplies and supplemental materials to support the needed resources for the turnaround model in order to achieve positive outcomes for the school and community	Based on Enrollment	Per pupil amount $125	$70,046
Technology required to support professional development and database structures to be accessed by all stakeholders to track school improvement: desktops, laptops, smartboards, software licenses, and ipads	Based on Enrollment	Per pupil amount $80	$45,000

TRAVEL EXPENSES			
		Subtotal - Code 46	$5,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
School Administration, Faculty and District Administration	To attend NYSED, National Technical Assistance Meetings, and partner worshops/seminars	$500 - $1,000 depending on conference or seminar	$5,000

Employee Benefits		
	Subtotal - Code 80	$295,107
Benefit		**Proposed Expenditure**
Social Security		$76,284
Retirement	New York State Teachers	$130,182
	New York State Employees	$15,595
	Other - Pension - LIFE	$61
Health Insurance		$64,043
Worker's Compensation		$0
Unemployment Insurance		$0
Other(Identify)		
YFT - Welfare Benefit		$8,942

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds)	$1,679,650
B.	Approved Restricted Indirect Cost Rate	2.70%
C.	Subtotal - Code 90	$45,351

For your information, maximum direct cost base = $1,754,649.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding $25,000 and any flow through funds.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$884,621
Support Staff Salaries	16	$134,875
Purchased Services	40	$320,000
Supplies and Materials	45	$115,046
Travel Expenses	46	$5,000
Employee Benefits	80	$295,107
Indirect Cost	90	$45,351
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
	Grand Total	$1,800,000

Agency Code: **662300-01-0000**

Project #: **RFP#TA-11**

Contract #:

Agency Name: Yonkers City School District

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

1/22/13 [signature]

Date Signature

Bernard P. Pierorazio, Superintendent of Schools

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To

Program Approval: _____ Date: _____

Fiscal Year	**First Payment**

_____ Voucher # _____ First Payment

Finance: Log _____ Approved _____ MIR _____

BUDGET NARRATIVE

School District: YONKERS CIT Y SCHOOL DISTRICT
For: 1003(g) School Improvement Grant (SIG) 2013- 2016 – Martin Luther King Jr. School
BEDS Code: 662300010000

Major Activity	Project Activity	Explanation/Justification	Goal	Outcome	Cost	Sustainability
The District will provide a more autonomous staffing process and hire the following staff: Guidance Counselor, Social Worker, Math and Literacy Coaches, Bilingual, Math and Reading Teaching Assistants	Supporting Improvement of Student achievement and growth	The new staff members will use the time during and after school to support students academically, socially, emotionally, and physically (health and wellness).	Goal #2	A community of practice that includes all school personnel, increase in student academic growth, and increase in attendance, decrease in behavior areas as on Attachment B	$727,985	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Supporting professional development as identified in indicators of the agreed upon APPR	Professional Development	Hourly time for teacher and administrator coaching and professional development to ensure reliable and effective instructional leadership and teaching.	Goal #2	Improved performance as monitored through observations, student assessments, and other resources	$440,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Attracting and retaining highly qualified educators	School Stipends	Attracting and retaining educators who are facilitators of learning, data driven collaborators, creative curriculum adapters, coaches and role models of highly effective instruction is the single most essential element in improving student achievement. The school stipend provides for extended learning time to support student academically, socially, emotionally, and physically (health and wellness).	Goal #2	To establish a community of practice that includes all school personnel, student behavior growth, and the development of leadership	$1,371,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Compensation for CSEA	School Support Staff	Hourly time for school support staff to assist during professional development sessions, parent educational workshops, and documentation of grant support materials.	Goal #2	A community of practice that supports all school personnel, student behavior growth, and increase in attendance	$18,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness

Partnership with Baruch College Schoolwide Applications Model	Partnership with Baruch College – Schoolwide Applications Model	The partnership with Baruch will provide Schoolwide Applications Model (SAM), which will offer a multi-tiered system of instruction using evidence-based educational approach which will ensure student academic and social progress at all grade levels involving all stakeholders.	Goal #2	Development of instructional leadership	$155,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Partnership with the Youth Theatre Interactive	Partnership with the Youth Theatre Interactive	YTI will provide Fermi' students with an after-school performing arts program. YTI offers a full range of performing arts programs that address all levels beginners – advance; multiple disciplines, e.g. drama, photography, vocal, dance, instrumental; and all cultures. The courses are taught by trained professionals and recognized artists. YTI demonstrates how a nurturing group of professionals can inspire young people to strive for self-awareness by discovering their own distinctive creative abilities.	Goal #3	Strengthening student communication skills through the arts which focus on teaching students how to effectively communicate in a global culture dominated by technology and visual literacy	$80,000	Building a learning community model which lays a foundation for long term professional growth and accountability; Ensuring student success in college and career readiness
Instructional Technology Professional Development	Made Manifest	Technology Training and Instructional Support	Goal #1	Increased participation of teachers in using technology applications, as monitored through observations and improved student performance on assessments and other resources.	$35,000	Building a learning community model which lays a foundation for long term professional growth and accountability; Ensuring student success in college and career readiness
Partnership with Mercy College	Mercy College	The Graduate School of Education at Mercy College will provide professional development and research-based literacy expertise for the Literacy Coaches and Teachers.	Goal #1	Improved performance as monitored through observations, student assessments, and other resources.	$80,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in

		These supports will include in-classroom modeling/demonstration lessons, and observations, consultations, etc. The services will include a needs and data analysis to determine how to target instruction to ensure successful implementation of the appropriate instructional strategies.				college and career readiness
Partnership with Westchester Jewish Community Services	Westchester Jewish Community Services	The partnership with WJCS will focus on youth development. Students will learn to become more effective in their interactions with others and improve their social skills while also experiencing new ways to give back to the community.	Goal #1	Improved performance as monitored through observations, student assessments, and other resources.	$70,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Contract with Lehman College	Lehman College	Lehman College will offer an environmentally "green" science facility, which will provide expanded opportunities and resources for	Goal #1	Improved performance as monitored through observations, student assessments, and other resources.	$50,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Contract with Young Men's Christian Association (YMCA)	Young Men's Christian Association (YMCA)	YMCA will provide a leadership program for students to learn to become more effective in their interactions with others. The program will help them improve their individual leadership and social skills while also experiencing new ways to give back and grow as human beings. Teens meet on a weekly basis in small groups to develop and implement projects aimed at providing valuable service to their local community.	Goal #1	Improved performance as monitored through observations, student assessments, and other resources.	$45,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Contract with Groundwork Hudson valley	Groundwork Hudson valley	Hands-on Environmental Education	Goal #1	Improved performance as monitored through observations, student assessments, and other resources.	$50,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness

Transportation	Transportation	Pupil Transportation and Parent Meetings	Goal #1	Improved performance as monitored through observations, student assessments, and other resources.	$95,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Instructional Materials	Supplemental Supports and Resources	The reading and literacy supplemental materials, Journeys Common Core is designed specifically to assist students implement the Common Core and ensure student success. The comprehension and language developed in Journeys reflect the Common Core's focus on students' development of independence. (Templeton, 2011). enVisionMATH Common Core identifies and organizes the important categories of mathematics content standards, which align directly to the CCLS.	Goal #1, 2 and 3	Use of resources to support professional development and instructional applications as monitored through observations and student academic performance	$152,855	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Technology Supplies	Technology Supports and Resources	Technology is required to support professional development and database structures to be accessed by all stakeholders to track school improvement. Outlays are strategically designed to support project development activities and provide long-term sustainability. Requests are fiscally responsible and no items are unusual or excessive. Laptops, desktops, and smartboards are items to support teachers in their instruction and collection of data aligned with the approved APPR. Software licenses will be used in the development of class based technology learning centers and whole class shared lab space to support differentiated Next	Goal #1, 2 and 3	Use of resources to support professional development and instructional applications as monitored through observations and student academic performance	$100,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness

		Generation integrated instructional strategies. Ipads will support teachers and students with the online component of reading and math instructional materials. The components will reinforce the instruction in skills and strategies aligned to the CCLS. The ipads will also assist teachers with the collection of data aligned with the approved APPR.				
School Administration, Faculty and District Administration Travel	Conferences	School Improvement Team will attend NYSED, National Technical Assistance, and partner meetings and seminars	Goal #1	Improved performance as monitored through observations, student assessments, and other resources	$10,500	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in college and career readiness
Contractual Employee Benefits	Benefits related to the project	The employee benefits are required by contractual agreements for professional and support staff salaries as well as hourly compensation	Goal #1, 2 and 3	Improved performance as monitored through observations, student assessments, and other resources.	$747,564	Building a learning community model which lays a foundation for long term professional growth and accountability; Ensuring student success in college and career readiness
Administrative Costs	Administrative Costs	25% of the Director of School Improvement, 25% of Secretary for School Improvement, Technician Overtime, Supplies, NYS Approved Indirect Cost (2.7%)	Goal #1, 2 and 3	Fidelity to implementation of the awarded SIG as evidenced by annual performance reviews and site visits.	$272,096	Building a learning community model which lays a foundation for long term professional growth and accountability; Ensuring student success in college and career readiness

Assurances and Waivers for Federal Discretionary Program Funds

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate)

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

New York State Assurances and Certifications (For discretionary grant programs only)

- Appendix A
- Appendix A-1G
- Appendix A-2

Waiver for the use of Title I Funding for Whole School Programs

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C.□§§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) "§§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§" 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structure.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSBIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Section 1.01 ED 80-0014, as amended by the New York State Education Department

New York State Education Department
General Education Provisions Act Assurances

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:
(1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction –

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

New York State Education Department
No Child Left Behind Act Assurances

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

Section 1.02
Article II. School Prayer Certification

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

APPENDIX A
STANDARD CLAUSES FOR NYS CONTRACTS

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

1. EXECUTORY CLAUSE. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. NON-ASSIGNMENT CLAUSE. In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

3. COMPTROLLER'S APPROVAL. In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds $50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds $10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed $85,000 (State Finance Law Section 163.6.a).

4. WORKERS' COMPENSATION BENEFITS. In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. NON-DISCRIMINATION REQUIREMENTS. To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of $50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

6. WAGE AND HOURS PROVISIONS. If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for

overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION. In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

8. INTERNATIONAL BOYCOTT PROHIBITION. In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds $5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER. All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) PRIVACY NOTIFICATION. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others

who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN. In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of $25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of $100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of $100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status. Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over $25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

13. CONFLICTING TERMS. In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

14. GOVERNING LAW. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. LATE PAYMENT. Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's

receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development
Division for Small Business
30 South Pearl St -- 7th Floor
Albany, New York 12245
Telephone: 518-292-5220
Fax: 518-292-5884
http://www.empire.state.ny.us

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development
Division of Minority and Women's Business Development
30 South Pearl St -- 2nd Floor
Albany, New York 12245
Telephone: 518-292-5250
Fax: 518-292-5803
http://www.empire.state.ny.us

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than $1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS

Department of Economic Development for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT. Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW. If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING. To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

APPENDIX A-1 G

General

A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.

B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at http:/www.nysed.gov/cafe/.

C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.

D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:

   a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or

   b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.

E. Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.

B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.

C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.

D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

E. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.

F. No fees shall be charged by the Contractor for training provided under this agreement.

G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.

H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.

I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.

J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

American Recovery and Reinvestment Act of 2009 (ARRA)
ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.