



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 School 13** 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
School 13

Documents For Submission	Checked – applicant	Checked – SED
Application Cover Sheet <i>(with original signatures in <u>blue ink</u>)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative <i>(Including District-level Plan, School-level Plan)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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/)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding <i>(only if proposing a Restart model)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Assurances for Federal and Discretionary Program Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Reviewer: _____ Date: _____</p>		

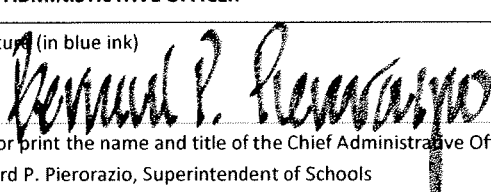
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

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	
School 13			662300010013	
Grade Levels Served by the Priority School Identified in this Application			School NCES #	
PreK-6			363192004258	
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)	
596			195 McLean Ave- Yonkers, NY 10705	
School Model Proposed to be Implemented in the Priority School Identified in this Application				
Turnaround ✓	Restart <input type="checkbox"/>	Transformation <input type="checkbox"/>	Closure <input type="checkbox"/>	

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) 	Date 22 January 2013
Type or print the name and title of the Chief Administrative Officer Bernard P. Pierorazio, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

RECEIVED

postmarked JAN 25 2013

CONTRACT ADMINISTRATION

(NB)

Yonkers City School District
School Improvement Grant 2013-2016
School 13

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 **School 13**, 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, School 13 will use a Gateway system. Based upon the turnaround model identified for School 13, 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 School 13 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 School 13. 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 School 13, 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, School 13 will have autonomy is 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 School 13.

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 School 13 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, and 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 School 13 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 School 13. 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 administrators; 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 demonstrate how the central office administration is organized to support and provide high accountability to School 13, 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 School 13'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 School 13 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 School 13. 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 School 13.

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, Representatives from 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, Representatives from YCA, YFT and PTSA

Implementation Period (September 2013 to August 2016)

- Oversight of School 13 and Community Connections- Responsible For Delivery: Superintendent of Schools, Chief Academic Officer, Executive Director of Administration
- Opening of the turnaround school, School 13 Community 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 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 addition 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 Marshall 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 School 13. 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 School 13 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 School 13. 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 School 13, 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 School 13 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.

<i>Month*</i>	<i>Action</i>	<i>Principal Actions</i>
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 Policies, 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 School 13 and other Priority schools is the relative number of ELL students (Refer to chart below.) The majority of the ESL population in each school is of Hispanic descent. Ten percent (10%) of the entire student population at School 13 is attending a bilingual program which is a smaller percentage than Fermi (14%) and Dodson (17%). Differences among School 13 and other schools with bilingual programs is the seating capacity per grade level. School 13 is a PK-6 school; Enrico Fermi and Dodson are PK-8 schools; all with Bilingual programs. The latter are larger school sites and have the capacity to accommodate more bilingual students. Also, the ability to accommodate siblings in multiple grades affects parent school choice. The later the students arrive in the school year, the more challenging it is to accommodate whole families in a school. Therefore, enrollment may appear as a disproportionate distribution of students as families are accommodated in schools with available seating for all family members, thus Fermi and Dodson are chosen.

Among the priority schools, Scholastic, Museum and School 13 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. When one looks at the proportion of bilingual, ESL, and SWD students enrolled in the priority schools, the percentage of students is significantly higher at School 13, Fermi, and Dodson. At the same time, the

Special Education programs available at School 13 include Speech/Language Impairment and Monolingual/Bilingual Resource Services which are aligned with the language acquisition programs offered at this school and with support with the CUNY translanguage partnership. These programs offer students/families the continuum of services in the same building. This accounts for the large number of SWD's at this school.

Priority Schools	Student Enrollment	#Bilingual Students	# ESL Students	#Students with Disabilities
School 13	596	58	85	106
Scholastic Academy	610	NA	84	62
Museum 25	415	NA	27	67
Martin Luther King, Jr. (MLK)	561	NA	92	45
Enrico Fermi	874	112	178	48
Robert C. Dodson	765	130	142	80

The students at risk at this school include 90% 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 allowed our district to implement 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 applications and met with the President of the PTSA to review the SIG applications. 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 needs/concerns schoolwide. Building YFT liaison, a member of the YFT Executive Board, was invited to the focus group at School 13. 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

School 13 Community School 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 educators. The school overview must address each of the following elements:

i. School 13 is a Pre-Kindergarten through Grade 6 elementary school. Through the SIG it is proposed that as School 13 grows it become a model **Community School**. Currently, School 13 enrolls 596 students, 90% free or reduced lunch, 78% Hispanic or Latino, and 25% ELL. Other language groups represented within the ELL population include Albanian, Arabic, Bengali, Malayalam and Urdu. In addition to the high percentage of students who are challenged as second language learners, many ELL students enter School 13 with limited or interrupted education, from their native countries. The needs of the students include the development of a strong foundation in their native language, as well as in English, and exposure to: high level vocabulary, structure and syntax; basic literacy skills such as decoding, fluency and

comprehension, as well as the ability to critically evaluate more complex text across the curriculum; writing skills that enable students to develop coherent text-based arguments and respond to facts and evidence presented in texts they read; and opportunities to engage in meaningful exploration of their new cultural surroundings. While global and cultural literacy are at the heart of all programs and activities, the school-wide mission which includes and is structured to engage families from the community is: *to meet the needs of the whole child through academics in the classroom while addressing her/his social and medical well being; to surround students and families with a community of support, empowering them with the skills to achieve college and career readiness in a 21st Century learning community; to build a teacher centered classroom where through collaboration with partners and instructional leaders teaching becomes leaning and students growth is achieved.*

The **School 13 Community School** is committed to providing an education where all stakeholders “Achieve Excellence Together.” In the turnaround model plans and 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) 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.

ii. *“When families learn together and when schools truly become the heart and center of a neighborhood – a community anchor - there are tremendous dividends for children”.*

~Arne Duncan

The School 13 Community School will be a full service model which will meet the needs of all students, families, and the community including health, social and economic factors. A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development and engagement leading to improved student learning, stronger families and healthier communities (Coalition for Community Schools). A significant step in creating the new community school design is the incorporation of an onsite Welcome Center. Through this center local agencies will be contacted to assist and support the needs of the School 13 Community School families. ESL/Literacy classes will be offered for

adults. After meeting the parents and families, the Center will schedule additional workshops.

School 13 has a large immigrant population, many of them new to the country, entering the school with various social and emotional needs. The District will partner with the ANDRUS Children's Center to meet these needs. For more than 80 years, ANDRUS has been a provider of programs and services for children and families throughout Westchester County and the tri-state area. Through this partnership, they will offer a broad spectrum of preventive and restorative services for families and their children from birth through adolescence. ANDRUS will provide screenings to all referred children; assess the need for mental health treatment and appropriateness for services if indicated. These services are provided in the school during the school day as well as during extended learning time. This new partner will be an asset to the community school redesign.

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 School 13 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.

Several key partnerships are needed to ensure the achievement of the vision, mission and goals of the school. The chosen partners have the capacity to meet the specific needs of this school's families and to assist with the removal of all barriers to learning. From the start, School 13 Community School 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. Seminars are organized around research-based

competencies for adaptive leadership and focus on instructional improvements embedded in the participating schools. This approach will build the leadership team through professional development, capacity building and strategic planning. Literacy and Math Coaches, trained by Mercy College, will conduct systemic teacher professional development and foster professional learning communities 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 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. The CUNY – Graduate Center School of Urban Education has been working with the administration and staff at School 13 on translanguaging. This values learners’ entire linguistic repertoires and challenges the monolingual ideology that underpins mainstream L2 teaching practices. Thus, it creates ‘safe spaces’ in which students can experience their multilingualism as a normative resource. (e.g., Blackledge & Creese, 2010; Garcia, 2009. Through the SIG, CUNY will work specifically with specialists in the area of translanguaging in bilingual and bicultural education. Administrators and teachers will participate in professional development that focuses on language, culture, and context. The CUNY staff will model best practices for teachers and guide the administrators as instructional leaders.

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 Community School 13.

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, School 13 had a population of 630 students, the majority of whom (77%) were Hispanic and Latino, 33% were Limited English proficient. The composition of the remaining student population was: 14% Black or African American, 2% Asian, and 5% White. A total of 76% of students were eligible for Free Lunch and 6% qualified for Reduced-Price Lunch. A total of 18% were classified as Special Education. In this school year, School 13 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 ethnicity subgroups: Black or African American; Hispanic or Latino; Limited English Proficient; Economically Disadvantaged. In Mathematics, only the Students with Disabilities subgroup, failed to make AYP. The school did make AYP in English Language Arts in Students with Disabilities, using the Safe Harbor target; and made AYP in Mathematics for all students in four student ethnicity groups: Black or African American, Hispanic or Latino, Limited English Proficient, and Economically Disadvantaged students. As of 2011-2012, the school had a population of 596 students, the majority of whom (78%) were Hispanic and Latino, 25% were Limited English Proficient. The composition of the remaining student population was: 14% Black or African American, 2% Asian, 5% White. A total of 90% qualified for Free or Reduced Price Lunch. In 2011-2012, the

school did not make AYP in English Language Arts or Mathematics for all students: Black or African American, Hispanic or Latino, Limited English Proficient, Economically Disadvantaged, or Students with Disabilities.

iii. The systematic in-depth diagnostic school review of School 13 was conducted on March 9-10, 2011 in the form of an External School Curriculum Audit (ESCA). This audit reviewed the school's Learning Environment and School Culture; Curriculum Policies, Plans, and Resources; Instruction; Professional Development; and Assessment and Data Analysis. The Director of School Improvement had oversight of the ESCA review done by a representative from Gaylen Moore Program Evaluation Services. 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 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 were used to guide the professional development and curriculum goals for the upcoming school year.

iv. In terms of identified strengths and existing capacity, School 13 was noted as having evidence of a safe, clean, well-maintained, equitable and orderly learning environment. The evaluator observed that the school was remarkably warm and caring of students, staff, and visitors. The evaluator reported evidence of a positive social emotional atmosphere and positive school climate that was echoed in interviews with administrators, school staff, students, and parents. As part of this positive learning environment, was a sense of mutual respect and collegiality between the principal and staff and among the staff. Another capacity asset is that School 13 is equipped with the most up-to-date technology from SMART Boards and projectors to wireless Internet, with 90% of the classrooms, including ELL and Special Education, having SMART Boards.

Identified needs for dramatically improving student achievement included that even though 90% of classrooms are equipped with SMART Boards and projects, teachers use the technology to varying degrees. Teachers could therefore benefit from ongoing support in utilizing the technologies to create instruction that includes interactive components, verses favored teacher-directed, whole group instruction, to better facilitate student learning and understanding. Additionally, there exists a wide-range of instructional practices among the staff and the technique most often seen in classrooms is direct, whole-group instruction. The quality of instruction is limited due to a lack of inquiry-based questioning and independent student learning techniques used in the classrooms. It was noted that teachers' avoidance of providing opportunities for students to engage in higher level abstract thinking in their practice represents a culture of low expectations for student performance. This calls for a school-based professional development plan to help reverse the trend and provide staff with the tools necessary to develop relevant pedagogical practices to address student needs and improve student achievement.

v. To address the large population (26.5%) of English Language Learners, the school will take on a community-oriented focus, which will offer an integrated approach to academics, health and social services to serve the students and the community during and beyond the school day. These programs and services will reinforce and extend the academic experience for both students

and adults, as well as, provide resources to address the neighborhood's identified needs. Access to health, dental and mental health services, along with social and educational services for families and community members will provide resources for the high population of economically disadvantaged families in the neighborhood, as 85.1% of students were eligible for free or reduced lunch in the 2011-2012 school year. The concept of the community wrap around school will help to engage parents and elevate their involvement to help combat the higher than district average truancy rates (6%) and increase student attendance which was 92.4% in the 2011-2012 school year, as well as, lessen number of suspensions, which was at 68 suspensions with 7.4% being repeat offenders in the 2011-2012 school year, and reduce the number of discipline referrals.

With only 27.7% of students scoring proficient or higher on the ELA assessment and 32% 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) averages. Additionally, a longer school day and longer school year will thereby extend learning opportunities and support and instructional climate focused on expanding and enriching curriculum. This enriched curriculum will ensure opportunities for higher-level thinking and problem solving in the classroom and real-world applications through community agencies and partnerships.

This extended school day and school year 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 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 and evaluate 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 ensure that the level of instruction is consistently high throughout the school, priority would be placed on school leaders collaborating with teachers in the planning and implementation of a comprehensive and purposeful plan of professional development to promote ongoing school-wide reflection on instructional practices. The professional development plan would include standards-based practices such as modeling of effective practices with the teachers as learners and inter-visitations to colleagues' classrooms to build teacher capacity and create a sustainable professional learning community. This professional learning community allows teachers to learn a strategy, try it in the classroom, and debrief their experience with their colleagues to build a shared vision of effective instruction. To reverse the trend of low expectations, professional development would address strategies to raise rigor and expectations; ways to engage students in independent inquiry and investigations; expanding teachers' repertoire of differentiated instructional techniques; and supporting and reinforcing the practice of using small group instruction.

Due to the high numbers of English Language Learners (26.5%) and Students with Disabilities (14%), professional development plans should include a focus on strategies to help teachers address the needs of these learners. To ensure that the abundant technology resources are being utilized in classrooms to facilitate student learning and ensure increased attendance rates, additional professional development will be incorporated into the plan to build up a cohort

of teachers who can facilitate additional in-house training, provide support, and model for other teachers to create a self-sustainable technology learning community. To address the inconsistencies in the classrooms and the over-reliance on whole group instruction, the school will integrate a workshop lesson format, which will be addressed through professional development plans, to help guide the lesson structure and create teacher learning opportunities so they may better assess what students need. This format will focus on beginning the class with teacher-led activities, breaking the class into small groups to do follow up activities so that teachers can ensure that students understand the material or be better able to ascertain if specific students require additional instructional interventions and supports. Strategies focused on during professional development to prioritize this need will include helping teachers to better facilitate group work, independent work, centers, and computer and SMART Board interactive work.

School 13 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 lose 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 School 13 and introducing the community oriented thematic school redesign. To begin, the administration and faculty will change. The new administration will bring a commitment to

leadership development through Baruch College and training in the Scaffolded Apprenticeship Model which will help to align understanding and application of instruction with effective leadership and school improvement. The administration will also continue with the successful program brought to the school in bilingual education and translanguaging by CUNY. Thus addressing multiple areas of need as identified previously and continues with a partnership that has been embraced and is currently improving instructional practices. The faculty will be assisted with coaches who receive ongoing guidance and instruction on best practices and using measures to guide effective teaching through Mercy College. The coaches will remain onsite and will provide job embedded staff development as requested by the teacher focus group. Together the administration and faculty and partners will build a foundation that verifies effective teaching is in place and fair and reliable measures of evaluating effective teaching are implemented. Through these three partnerships, it is expected to see a transformation of instructional practices and learning among students. The true measure of success will be student growth in academic achievement which is measured through assessments, surveys, and observation and evaluation of teaching and instructional leadership.

Finally, there is the community. “A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development and engagement leading to improved student learning, stronger families and healthier communities.” (Coalition for Community Schools). The significant number of immigrant families should be welcomed into the School 13 Community as their home. This model allows the district to build a community partnership through service agencies which will be housed at the school. Andrus Children’s Center has brought success to every school it enters, now let School 13 share in that experience. All opportunities offered through the turnaround model are significant, the challenges are surmountable. The primary and initial challenge involves building a new school community with the administration and the faculty. However, having a pre-implementation period should bring the opportunity to plan, prepare, and bring the School 13 Community School into the 2013-2014 school year.

ii. The initial step in the process for choosing the turnaround model was an analysis of school data. School 13 has been designated by NYSED in accountability status over the past 11 years:

Sept., 2002	Sept., 2003	Sept., 2004	Sept., 2007	Sept., 2008	Sept., 2009	Sept., 2010	Sept. 2011	Sept. 2012
SINI Yr. 1- Math	SINI Yr. 2- Math	SINI- Yr. 2- Math	SINI- Yr. 1- ELA	SINI- Yr. 1 ELA	SINI- Yr. 2- ELA	SINI-3 Corrective Action Yr1 Comprehensive ELA	SINI-4 Corrective Action Yr2 Comprehensive ELA, Math	Priority School ELA & Math

Findings and recommendations from the External School Curriculum Audit conducted during the 2010-2011 school year, addressed concerns in the areas of Teaching and Learning, Curriculum, Parent Involvement and Engagement, Professional Development and Student Social and Emotional Development. School data and reports of school visits was 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. A preliminary discussion around the turnaround model for School 13 occurred at that time. Then the following steps proceeded:

- October, 2012, the District identified School 13 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 School 13 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 School 13.

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 that 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 School 13 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 School 13 must have a proven track record of implementing the following successful schoolwide programs: Wrap Around Community School with joint operation between the school and community agencies, English language learning, Balanced Literacy, Balanced Mathematics, PK-8 instructional structure, and collaborative peer coaching. Since the School 13 Community 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 School 13. 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 School 13 based on input from the interview process.

iv. Assistant Principals assigned to School 13 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 School 13 will serve in the new school. The Superintendent will work with the Yonkers Council of Administrators (YCA) to reassign existing School 13 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, School 13 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 School 13 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 School 13 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 turnaround 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 School 13 will be scheduled for interviews with the new administrative team. 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 School 13 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 **School 13 Community School** will include, City University of NY (CUNY), Mercy College, Andrus Children's Center, and Baruch College, School of Public Affairs.

CUNY – Graduate Center School of Urban Education - In 2011-2012, School 13 was awarded the New York State Initiative on Emergent Bilinguals (NYSIEB) Grant which brought the City University of New York's Graduate Center School of Urban Education to model best practices for teachers and guide the administrators as instructional leaders. Through the SIG, the **School 13 Community School** will continue to partner with CUNY working specifically with specialists in the area of bilingual and bicultural education. Administrators and teachers will participate in professional development that focuses on language, culture, and context. The underlying concept and focus is teaching in an urban setting with a population that is 70% Hispanic/Latino and 34% English Language Learners. CUNY consultants recognize the importance of studying multiple literacies (e.g., multilingual, media, digital, aesthetic, civic, historical, etc.) in local, national, and international contexts over time. In addition to understanding that students and teachers use multiple languages and literacy to navigate diversity in learning, CUNY stresses the importance of leveraging these practices to develop critical

thinking, shape critical research, and improve teaching and learning. Through this partnership, the School 13 Community School will meet their first goal of building a community school, second goal of bringing professional development to the administration and the teachers, and a third goal of developing the practice of “translanguaging” in this school community which has a significant ELL population among the students and the families.

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 Clinically Rich 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 throughout 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 School 13. These supports include in-classroom modeling/demonstration lessons, observations, and consultations to name a few. 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 principles for using measures of effective teaching will be brought to the school. The guiding principles 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 **School 13 Community School** this program should directly address the need to create a pool of capable, certified, school leaders and teacher 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 School 13 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.

Andrus Children's Center – NYS Guidelines for Social and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through Andrus. The Andrus Team will link families with critical supports in the community ensuring the student is part of several dynamic supported environments as needed for their development. The Andrus' Team provides systemic staff development along social-emotional learning opportunities. Their Sanctuary Institute provides in-kind staff development to create trauma-informed school cultures and raise awareness of the effects of childhood adversity. One of the main purposes of the Andrus Team is to maximize the learning environment by focusing on the school and classroom environment. The team uses a trauma-informed lens when assessing these environments. Additionally, they are highly skilled in social-emotional learning opportunities and can share this knowledge with staff as well as provide guidance for families. As a partner at the **School 13 Community School**, Andrus should be effective in improving the quality of the class environment, including reductions in management issues and disciplinary needs, addressing the emotional regulatory difficulties children face, and the specific developmentally based, targeted "skill acquisition" which support children to regulate, resolve conflict and proactively problem solve.

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 in 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 Chart Attached

School 13 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: <ul style="list-style-type: none">• 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 objectives• Building role model and leader and 'community' developer for all school stakeholders
Assistant Principal(s): <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Collaborators with ongoing communication with school representatives and peers• Development and support of leadership modeling opportunities• Ongoing assessment and feedback regarding student experience

<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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 <i>Section Organizational Plan, item iii</i>
Stakeholder Communications (Home/Students/Staff): Ongoing communications regarding: <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 <i>Organizational Plan, items iii and iv</i> • 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
<ul style="list-style-type: none"> • Multiple Sources –standardized assessments, school based assessment, surveys, student/staff work Described in detail in <i>Section 8: Educational Plan</i>

- 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 School 13 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 1.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
<p>Scheduling - School building Lead Evaluator will arrange all annual performance reviews including: Pre-Observation Conferences; Classroom Observations; Post-Observations</p> <p>Conducting</p> <ul style="list-style-type: none"> • 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 <p>Reporting of Results</p> <ul style="list-style-type: none"> • 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 Period 1: 7:30-8:35 Period 2: 8:40-9:45 Period 3: 9:50-10:55 Period 4: 11:00-12:05 Lunch Period 5: 12:10-12:40 Period 6: 12:45-2:25 Period 7: 2:30-3:35 Period 8: 3:40-4:30	6-8 Bell Schedule Period 1: 7:45-8:39 Period 2: 8:43 - 9:29 Period 3: 9:33 -10:19 Period 4: 10:23-11:09 Period 5: 11:13-11:59 Period 6: 12:03-12:49 Lunch Period 7: 12:53-1:39 Period 8: 1:43-2:29 Period 9: 2:33-3:19 Period 10: 3:23-4:23 DISMISSAL: 4:30
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Strategies for the use of instructional time that will lead to a pedagogically sound restructuring of an increased schedule include:

- 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 assess 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, Andrus Children's Center will introduce a clinical team to provide social, emotional and behavioral support. Through the Sanctuary Model the clinical team will offer a variety of support services to supplement the support currently offered through district personnel. 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 School 13 as a community school. The Andrus' partnership will provide systemic staff development along with social-emotional learning opportunities for families.

In addition to the Andrus 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 School 13 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 School 13. 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 School 13 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	<ul style="list-style-type: none"> • 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 Materials and Supplies)	Director of School Improvement; Budget Analyst; New 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
<ol style="list-style-type: none"> 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

	<p>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;</p> <p>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.</p>
<p>9/1/13 to 8/31/14</p>	<ul style="list-style-type: none"> • 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
<p>a) Improvement of Physical Structure:</p> <ol style="list-style-type: none"> 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
<p>b) Learning Time / Efficiency</p> <ol style="list-style-type: none"> 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
<p>c) Behavior</p> <ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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 	<p>Analysis: Leadership Committee, Inquiry/Data PLC</p> <p>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</p>
Teacher, Staff, and Parent communication and satisfaction levels	<ul style="list-style-type: none"> • Meeting Agendas • PTA meetings - monthly • Suggestion boxes • Staff attendance data • Quarterly school Newsletter • Usage log for the Welcome Center 	<p>Analysis: Leadership Committee, Shared Decision Making Committee, Administration</p> <p>Reporting: 1) Attendance sheets for workshops and PTA meetings, 2) Suggestion box data recording, 3) Tracking staff attendance</p>

Positive School Culture	<ul style="list-style-type: none"> Tracking suspensions by offense code in eSchool Required use of Teacher Removal Form with documented parent outreach and interventions 	<p>Analysis: Administrative Team, Leadership Committee, RtI/PBIS PLC</p> <p>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</p>
Reporting: How / To Whom / Action		
<p>Building level: Data collected reported to Principal</p> <p>District level: Principal reports to Executive Director of School Administration, Executive Director of Instructional Support, School Improvement Director, relevant Administrative representatives</p> <p>Action: Data gathered used to inform and revise project design</p>		

vi.

Year-Two and Year-Three Goals and Key Strategies
<p>Ongoing school improvement planning and development: Instructional Leadership; Strategic Plan Realignment and Refinement; Support of Results Oriented Learning Culture</p> <ul style="list-style-type: none"> 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



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
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 School 13 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

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 City School District
School Improvement Grant 2013-2016
School 13

The following chart captures the other sources of income that will support and sustain the whole-school change for School 13

OTHER SOURCES OF INCOME

Local Funds	Local	\$	7,112,700
Title I, Part A	Federal	\$	194,659
Title II, Part A	Federal	\$	10,000
Title III, LEP	Federal	\$	14,160
Title III, Immigrant	Federal	\$	14,883
IDEA, Section 611	Federal	\$	2,200
Race To the Top	ARRA	\$	30,000
Contract for Excellence	State	\$	88,568
Universal Pre-Kindergarten (UPK)	State	\$	121,380
Health Services Grant	State	\$	102,121
21st Century	State	\$	108,000
Systemic Support Grant	State	\$	86,000
Total:		\$	7,884,671

Yonkers Public Schools

Public School 13

Anticipated Full-Time Position

Effective September 2013

(Position contingent on budget and enrollment)

Position: School 13 Teacher

Gateway Position

Location: School 13

Role Description:

The School 13 Community School will be a full service model which will meet the needs of all students, families, and the community including health, social and economic factors. A commonality amongst community schools is the integrated focus on academics, health and social services, youth and community development and engagement leading to improved student learning, stronger families and healthier communities (Coalition for Community Schools).

- Teacher will subscribe to the Community School philosophy of the school
- Teachers will use various instructional strategies, differentiate learning and infuse higher level thinking questions
- 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.
 - o ANDRUS Children's Center
 - o City University of NY (CUNY) – Graduate Center School of Urban Education
 - o Mercy College
 - o 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.

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
<i>Workshops offered during pre-implementation period, April through August 2013</i>			
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
<i>Ongoing Workshops offered during implementation period, September 2013 through August 2014</i>			
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 School 13 based on a Logic Model
School Overview - Section II, School Level Plan, A.ii,
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
The current school is equipped with up to date technology that is utilized to varying degrees	School systems for professional development must be established to facilitate rigorous consistent baseline implementation of technology that enhances and assesses student learning	Establish a Professional Development PLC and a Technology Instruction cohort that can identify, receive training, and facilitate turn-key training on how to effectively use technology
There is a higher than average truancy rate at the school	Engaging parents and elevating their involvement to combat this trend.	Establish a Community Wrap Around School that partners with outside organizations to address truancy by identifying causes for such activity
A large percent of the student body at School 13 is comprised of English Language Learners who typically score lower on state mandated ELA and mathematics assessments	Specific attention must be placed on engaging these learners and meeting their unique needs in the classroom	Double literacy and math blocks of instruction with an embedded intervention block for 30 minutes, Professional Development with Mercy College and CUNY Graduate Center on whole literacy approaches for instruction
The School 13 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 School 13 Community School as a hub	Turnaround school replacing the principal and at least half of the staff, replacing the school model with a Wraparound Design
The school needs leadership that	The current leadership will be	Selection process that includes

Yonkers City School District
Theory of Action for School 13 based on a Logic Model
School Overview - Section II, School Level Plan, A.ii,
Section II, K.iii, Project Plan and Timeline

subscribes to high expectations, distributive leadership practices, and life-long learning	changed and a new leadership team, including support staff personnel, must be selected based on rigorous standards	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	We must 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 Community School model, data driven instruction, and technology as an engagement and assessment tool
There is a large population of English Language Learners served by the School 13 Community School	The staff at this school must be keenly aware of the needs and dynamics of this sub-group and how to address specific needs	Partnership with CUNY Graduate Center School of Urban Education to provide professional development in the areas of multiple literacies
School 13 Community 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
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	Partnership with ANDRUS Children's Center to link school staff and parents with critical supports in areas of social/emotional needs

Yonkers City School District
Theory of Action for School 13 based on a Logic Model
School Overview - Section II, School Level Plan, A.ii,
Section II, K.iii, Project Plan and Timeline

	interventions	
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 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	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

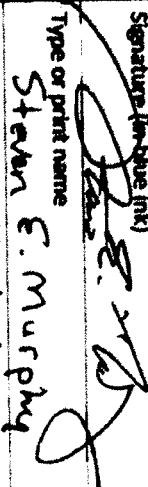
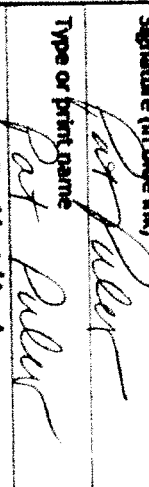
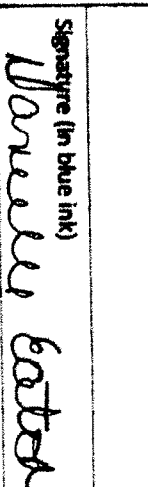
Yonkers City School District
Theory of Action for School 13 based on a Logic Model
School Overview - Section II, School Level Plan, A.ii,
Section II, K.iii, Project Plan and Timeline

programs, and during professional development		outcomes.
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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) 	1/24/13	
Type or print name Steven E. Murphy		
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 Puler		
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) 	1/23/13	
Type or print name Danielle Eaton		

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%	100%	100%	100%
c. Student participation in State Math assessment	%	99%	99%	98.38%	100%	100%	100%
d. Drop-out rate	%	////////	0.23%	0%	0%	0%	0%
e. Student average daily attendance	%	////////	93.2%	92.4%	95%	98%	100%
f. Student completion of advanced coursework (% passing Int Algebra Regents, % passing Science Regents in 8 th Grade P-8 Buildings)	%	////////	68% (Math), 73% (Science)	N/A for 2011- 2012 & 2012- 2013	N/A for 2013- 2014	70% (Math), 70% (Science)	75% (Math), 75% (Science)
g. Suspension rate	%	////////	9.6%	11.4%	6%	4%	2%
h. Number of discipline referrals	Num	////////	117	115	59	29	14
i. Truancy rate	%	////////	3.9%	6%	4.8%	3.8%	3%
j. Teacher attendance rate	%	////////	93.2%	92.4%	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	21	40	45	50
m. Hours of professional development to improve leadership and governance	Num Hrs.	////////	18	15	20	25	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	Num Hrs.	////////	30	7.5	20	25	30
II. Academic Indicators							
o. ELA performance index	PI	144*	123*	97*	107	117	128
p. Math performance index	PI	157*	125*	104*	114	125	137
q. Student scoring "proficient" or higher on ELA assessment	%	55.1%	40.7%	27.7%	38.5%	48.5%	58.5%
r. Students scoring "proficient" or higher on Math assessment	%	64.8%	46.8%	32%	38.3%	48.3%	58.3%
s. Average SAT score	score	N/A	////////	////////	////////	////////	////////
t. Students taking PSAT	num	N/A	////////	////////	////////	////////	////////
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	////////	////////	////////	////////	////////

School 13

Data Key:

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

Attachment C
Partner Effectiveness
School 13

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)
CUNY – Graduate Center School of Urban Education will model best practices for teachers and guide the administrators as instructional leaders. Through the SIG, CUNY will work specifically with specialists in the area of bilingual and bicultural education. Administrators and teachers will participate in professional development that focuses on language, culture, and context.	1. Newcomers HS 2. Yonkers Public Schools – Central Office 3. NYC MS 390	1. Orlando Sarmiento, Principal, 718-937-6005 2. Lorraine Fajardo – Director Language Acquisition – 914-376-8068 3. Robert Mercedes, – Principal – 718-583-5501
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 School 13.	1. Foxfire School 2. Yonkers Middle High School 3. Saunders High 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 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 School 13 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)
Andrus Children's Center - NYS Guidelines for Social and Emotional Development and Learning are reflected in the opportunities the evidence-based programs offered through Andrus. The Andrus Team will link families with critical supports in the community insuring the student is part of several dynamic supported environments as needed for their development.	1. Peekskill Middle School 2. Museum School 25 3. Thomas Cornell Academy 4. Yonkers Public Schools – Central Office	1. David Fine, Principal, 914-737-4542 2. Dr. Valencia Brown-Wyatt – Principal – 914-376-8450 3. Dr. Edward Beglane – Principal – 914-376-8315 4. Amanda Curley – Executive Director Instructional Support – 914-376-8068

CUNY



Department of
Education

2011-12 Progress Report Overview

ELEMENTARY and
MIDDLE SCHOOLS

School: M.S. 390 (10X390)
Principal: ROBERT MERCEDES
Address: 1930 ANDREWS AVENUE
BRONX, NY 10453
Main Phone: 718-583-5501
School Type: Middle
Enrollment: 430

For a translation of this overview, please visit
للاطلاع على نسخة مترجمة لهذا الموجز، المرجو زيارة الموقع الإلكتروني أدناه
ৱেবসাইটে অ্যাক্সেস করে নিন।

如需要本概述的中文譯本，請瀏覽

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<http://schools.nyc.gov/accountability/tools/report>

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 three sections: student progress, student performance, and school environment. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Progress Report Grade

B

Student Progress

B

33.7 out of 60 points



The student progress grade is based on the *change in student scores* on state tests in English Language Arts and Math *between 2011 and 2012*, compared to other students in the City who started at the same levels.

Student Performance

C

9.0 out of 25 points



The student performance grade is based on the results of students in your school on *2012 state tests* in English Language Arts and Math.

School Environment

C

7.1 out of 15 points



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.

Closing the Achievement Gap

3.9 (15 points max)

Schools receive extra points if they make exceptional gains with students with disabilities, English Language Learners, and students with the lowest proficiency citywide.

Overall Grade

B

53.7 out of 100 points



The overall grade is based on the total of all scores above, including additional credit.

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

The Progress Report features several new metrics. Third graders' exam results are now incorporated into the Progress section for Elementary and K-8 schools and credit for passing core courses for students in grades 6-8 is now in the Performance section. Additional credit is now awarded to schools that help English Language Learners progress to English proficiency.

We are also working to prepare students for high school by awarding additional credit for 8th grade students that pass accelerated courses for high school credit.

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

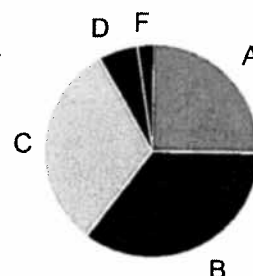
<http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/default.htm>

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?

Like last year, Progress Report grades are determined by a set distribution. This means that a certain number of schools receive each grade.

- The top 25% of middle schools received As
- The next 35% received Bs
- The next 32% received Cs
- The next 6% received Ds
- The bottom 3% received Fs



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 718-583-5501.



Department of
Education

Progress Report Overview 2011-12

HIGH SCHOOLS

School: Newcomers High School (30Q555)

Principal: Orlando Sarmiento

Address: 28-01 41 Avenue
Queens, NY 11101

Main Phone: 718-937-6005

School Type: High School

Enrollment: 932

For a translation of this overview, please visit

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<http://schools.nyc.gov/accountability/tools/report>

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. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Overall Progress Report Grade

A

Student Progress 38.1 out of 55 points

B



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 14.4 out of 20 points

A



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

School Environment 10.9 out of 15 points

A



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** 6.9 out of 10 points

B



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** 9.2 (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

79.5 out of 100 points



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:

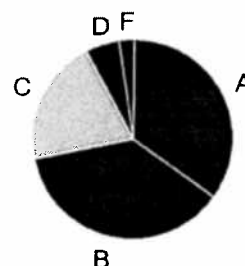
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As we continue to work toward graduating students who are college and career ready, we are setting specific instructional expectations for this school year. Principals and teachers are preparing to strengthen student work by examining and refining 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 (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)



What happens if a school receives a low grade?

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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.

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Mercy College

Foxfire
ELA 3-8 Results, 2006 - 2012
Grade by Year

All

Foxfire			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
3	2006	Number	5	13	30	none	18	30	48
		Percent	10.4	27.1	62.5	none	37.5	62.5	100.0
	2007	Number	11	24	32	1	35	33	68
		Percent	16.2	35.3	47.1	1.5	51.5	48.5	100.0
	2008	Number	11	24	26	4	35	30	65
		Percent	16.9	36.9	40.0	6.2	53.8	46.2	100.0
	2009	Number	5	14	31	1	19	32	51
		Percent	9.8	27.5	60.8	2.0	37.3	62.7	100.0
	2010	Number	10	28	10	4	38	14	52
		Percent	19.2	53.8	19.2	7.7	73.1	26.9	100.0
	2011	Number	15	28	15	1	43	16	59
		Percent	25.4	47.5	25.4	1.7	72.9	27.1	100.0
	2012	Number	13	25	16	none	38	16	54
		Percent	24.1	46.3	29.6	none	70.4	29.6	100.0
4	2006	Number	8	22	32	1	30	33	63
		Percent	12.7	34.9	50.8	1.6	47.6	52.4	100.0
	2007	Number	3	16	33	3	19	36	55
		Percent	5.5	29.1	60.0	5.5	34.5	65.5	100.0
	2008	Number	6	14	33	5	20	38	58
		Percent	10.3	24.1	56.9	8.6	34.5	65.5	100.0
	2009	Number	3	14	38	none	17	38	55
		Percent	5.5	25.5	69.1	none	30.9	69.1	100.0
	2010	Number	2	20	19	none	22	19	41
		Percent	4.9	48.8	46.3	none	53.7	46.3	100.0
	2011	Number	6	32	18	none	38	18	56
		Percent	10.7	57.1	32.1	none	67.9	32.1	100.0
	2012	Number	10	27	21	none	37	21	58
		Percent	17.2	46.6	36.2	none	63.8	36.2	100.0

(Continued)

Foxfire
ELA 3-8 Results, 2006 - 2012
Grade by Year

All

Foxfire			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
5	2006	Number	7	20	23	5	27	28	55
		Percent	12.7	36.4	41.8	9.1	49.1	50.9	100.0
	2007	Number	7	31	28	1	38	29	67
		Percent	10.4	46.3	41.8	1.5	56.7	43.3	100.0
	2008	Number	none	20	26	none	20	26	46
		Percent	none	43.5	56.5	none	43.5	56.5	100.0
	2009	Number	none	10	42	3	10	45	55
		Percent	none	18.2	76.4	5.5	18.2	81.8	100.0
	2010	Number	6	27	15	2	33	17	50
		Percent	12.0	54.0	30.0	4.0	66.0	34.0	100.0
	2011	Number	17	23	14	none	40	14	54
		Percent	31.5	42.6	25.9	none	74.1	25.9	100.0
6	2011	Number	10	29	19	none	39	19	58
		Percent	17.2	50.0	32.8	none	67.2	32.8	100.0
	2012	Number	9	31	16	none	40	16	56
		Percent	16.1	55.4	28.6	none	71.4	28.6	100.0
7	2012	Number	12	27	13	none	39	13	52
		Percent	23.1	51.9	25.0	none	75.0	25.0	100.0
	2012	Number	3	35	15	none	38	15	53
		Percent	5.7	66.0	28.3	none	71.7	28.3	100.0
All	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

(Continued)

Foxfire
ELA 3-8 Results, 2006 - 2012
Grade by Year

All

Foxfire			ELA Performance Level				ELA Proficiency Status		All
			1	2	3	4	Below Standard	At/Above Standard	
All	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	none	69.5	30.5	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		All
			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

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	44				56				70			
Percent of enrollment classified as special education	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%				2.6%				2.1%			
	(2006 Cohort, 4 year)				(2007 Cohort, 4 year)				(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%
Integrated 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%





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Yonkers Middle High School overview

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OVERVIEW STUDENT BODY TEST SCORES

Academic Indicators		09-12 Grades	1,024 Students	64 Teachers
National Rank	#24	Yonkers Middle High School		
College Readiness Index	100.0	150 ROCKLAND AVE YONKERS, NY 10705		
Math Proficiency	3.3	Phone: (914) 376-8200		
English Proficiency	3.4	District: Yonkers City School District		
Student/Teacher Ratio	16:1			

SEARCH HIGH SCHOOLS

school name

in NY 

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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.

NEARBY SCHOOLS

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

- Gold**
- 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

POPULAR ARTICLES

3 Tips to Build Healthy Study Habits in Teens
A daily routine can help students balance sleep and studying.



Rankings / Awards

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

Medal Awarded	
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%

Full-Time Teachers

[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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International Baccalaureate (IB) data provided by International Baccalaureate of North America. Used with permission.

64

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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	122				137				156			
Percent of enrollment classified as special education	10.2%				11.7%				13.3%			
ELL	10=0.8%				15=1.3%				22=1.9%			
Number, percent of enrollment classified as English Language Learners												
FREE/REDUCED LUNCH	80.9%				81.8%				80.5%			
Percent (range) of students who receive free or reduced lunch												
ATTENDANCE	97.1%				97.4%				97.3%			
Average daily attendance for the entire year												
DROPOUT RATE *	4.5%				4.0%				5.4%			
Number of students who dropped out of school	(2006 Cohort, 4 year)				(2007 Cohort, 4 year)				(2008 Cohort, 4 year)			
SUSPENSIONS	112				91				99			
Number of students suspended												
Number, percent of repeat offenders (with more than 2 suspensions)	13=11.6%				8=8.8%				8=8.1%			
ACHIEVEMENT DATA **	Performance Level				Performance Level				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%

Baruch College – Scaffolded Apprentice Model



Department of
Education

2009-10 Progress Report Overview

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.

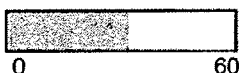
Overall Progress Report Grade

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.

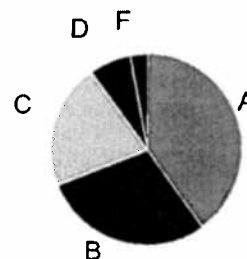
To learn more about your student's progress toward graduation, or how as a parent you might help your child directly, speak to your student's guidance counselor, principal, or teacher.

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.



Department of
Education

2010-11 Progress Report Overview

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

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. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Overall Progress Report Grade

A

Student Progress

B

39.8 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.

Student Performance

B

16.6 out of 25 points



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



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



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?

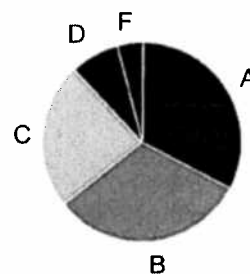
Students who learn to solve problems and think critically are more likely to graduate from high school ready for college. New York and many other states are transitioning to new learning standards, called the Common Core standards, designed to prepare all students for success in college and careers. 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



Department of
Education

Progress Report Overview 2011-12

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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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. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Overall Progress Report Grade

A

Student Progress 37.5 out of 55 points

B



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 14.9 out of 20 points

A



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

School Environment 9.7 out of 15 points

B



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** 8.6 out of 10 points

A



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**

74.9 out of 100 points

A



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:

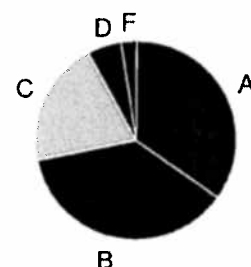
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As we continue to work toward graduating students who are college and career ready, we are setting specific instructional expectations for this school year. Principals and teachers are preparing to strengthen student work by examining and refining 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 (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)



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.



Department of
Education

2009-10 Progress Report Overview

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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<http://schools.nyc.gov/accountability/tools/report>

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

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.

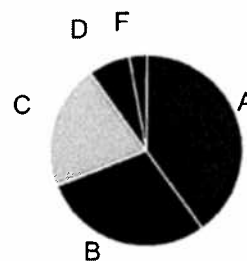
To learn more about your student's progress toward graduation, or how as a parent you might help your child directly, speak to your student's guidance counselor, principal, or teacher.

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.



Department of
Education

2010-11 Progress Report Overview

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: 398

For a translation of this overview, please visit

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<http://schools.nyc.gov/accountability/tools/report>

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. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Overall Progress Report Grade

C

Student Progress

C

34.3 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.

Student Performance

F

9.1 out of 25 points



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



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



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?

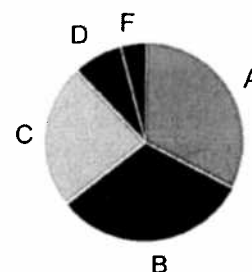
Students who learn to solve problems and think critically are more likely to graduate from high school ready for college. New York and many other states are transitioning to new learning standards, called the Common Core standards, designed to prepare all students for success in college and careers. 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.

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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 718-564-2470



Department of
Education

Progress Report Overview 2011-12

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: 383

For a translation of this overview, please visit
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<http://schools.nyc.gov/accountability/tools/report>

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. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Overall Progress Report Grade

A

Student Progress **37.3** out of 55 points

B



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 **12.4** out of 20 points

B



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

School Environment **9.1** out of 15 points

B



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** **6.1** out of 10 points

B



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** **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



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).

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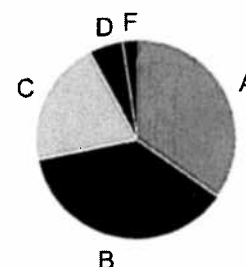
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- Schools earning between 40 and 46.9 points received Ds (5% of schools)
- Schools earning less than 39.9 points received Fs (3% of schools)



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.

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Department of
Education

2009-10 Progress Report Overview

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

For a translation of this overview, please visit

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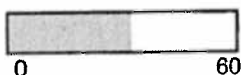
Overall Progress Report Grade

C

Student Progress

C

31.3 out of 60

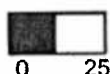


The Student Progress grade is based on the annual progress students make toward meeting the State's graduation requirements by earning course credits passing State Regents exams, and changes in the student attendance rate between 2008-09 and 2009-10.

Student Performance

D

11.3 out of 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



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



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.

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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.

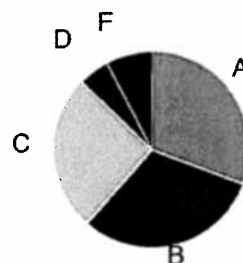
To learn more about your student's progress toward graduation, or how as a parent you might help your child directly, speak to your student's guidance counselor, principal, or teacher.

My School's Performance

3. How are schools graded?

A 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)



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>.

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Department of
Education

2010-11 Progress Report Overview

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

For a translation of this overview, please visit

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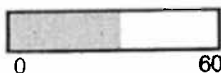
Overall Progress Report Grade

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



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?

The Progress Report this year is very similar to last year. There are a few additional measures on this year's Progress Report. 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?

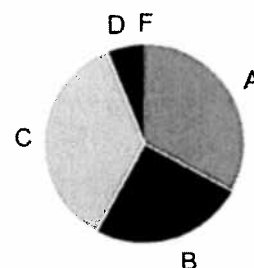
Students who learn to solve problems and think critically are more likely to graduate from high school ready for college. New York and many other states are transitioning to new learning standards, called the Common Core standards, designed to prepare all students for success in college and careers. 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 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)



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 718-968-1689.



Department of
Education

Progress Report Overview 2011-12

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
للإطلاع على نسخة مترجمة لهذا الموجز، الرجاء زيارة الموقع الإلكتروني أدناه
or <http://schools.nyc.gov/accountability/tools/report>

如需要本概述的中文版本，請瀏覽

Pour une version traduite de ce document, merci de visiter
Si w bazwen yon kopi tradime sa a nan lòt lang ale sou

개요의 번역본을 보시려면 다음을 방문하십시오

C nepesodom možno ozhnamkovať na adresey

Para una versión traducida de este documento, por favor visite

یہ دستاویز کے ترجمے کے لیے براہ کرم ذیل پر پر جائیں

<http://schools.nyc.gov/accountability/tools/report>

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. In each section, your school's results are compared to the results of other schools serving similar students. To view your school's Progress Report in detail, visit ARIS Parent Link at arisparentlink.org.

Overall Progress Report Grade

B

Student Progress

37.9 out of 55 points

A



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

11.3 out of 20 points

B



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

School Environment

7.6 out of 15 points

C



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

4.1 out of 10 points

D



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

66.3 out of 100 points

B



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:

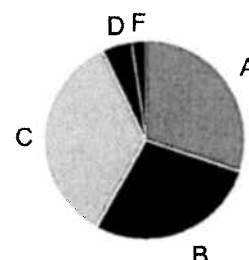
<http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/default.htm>

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 68 or more points received As (30% of schools)
- 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)
- Schools earning between 38 and 45.9 points received Ds (5% of schools)
- Schools earning less than 37.9 points received Fs (2% of schools)



What happens if a school receives a low grade?

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Andrus Children's Center



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

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			

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 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

	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.

Attendance and Suspensions

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

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

	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 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%

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.

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 HOUSS 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 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 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.

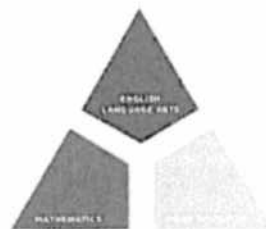
School **PEEKSKILL MIDDLE SCHOOL**
School ID **66-15-00-01-0010**

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.

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.

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:

$$100 \times [(\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Continuously Enrolled Tested Students}]$$

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

$$100 \times [(\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Cohort Members}]$$

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 = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

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 + $(200 - \text{the 2008–09 PI}) \times 0.10$

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.

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

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

ELA In Good Standing

Math In Good Standing

Science In Good Standing

Secondary Level

ELA

Math

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	X	✓				
Limited English Proficient	✓ ^{SH}	✓				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	X 6 of 7	✓ 7 of 7	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

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
X 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	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
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)	X	✓	100%	X	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	X 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
- X** 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.

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	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–102010–11
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.

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		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 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






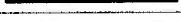

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

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

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		Total Tested
English Language Arts	0%	50%	100%
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

District **PEEKSKILL CITY SCHOOL DISTRICT**

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?

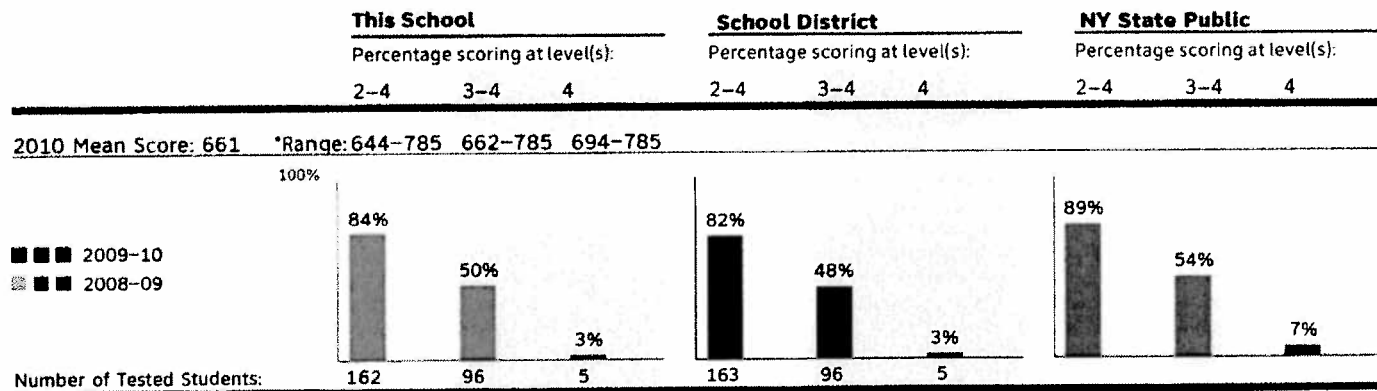
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square 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.

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

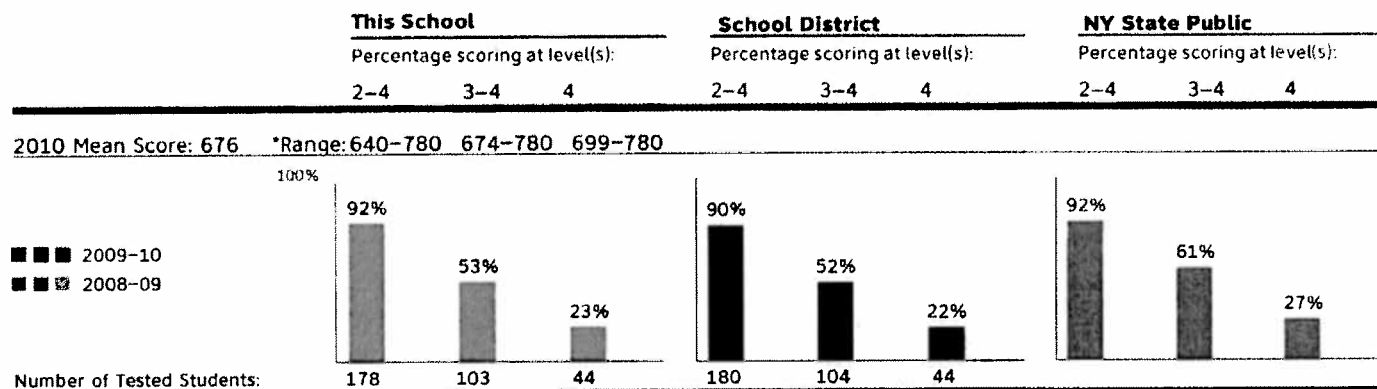
	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): 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.

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

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* 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

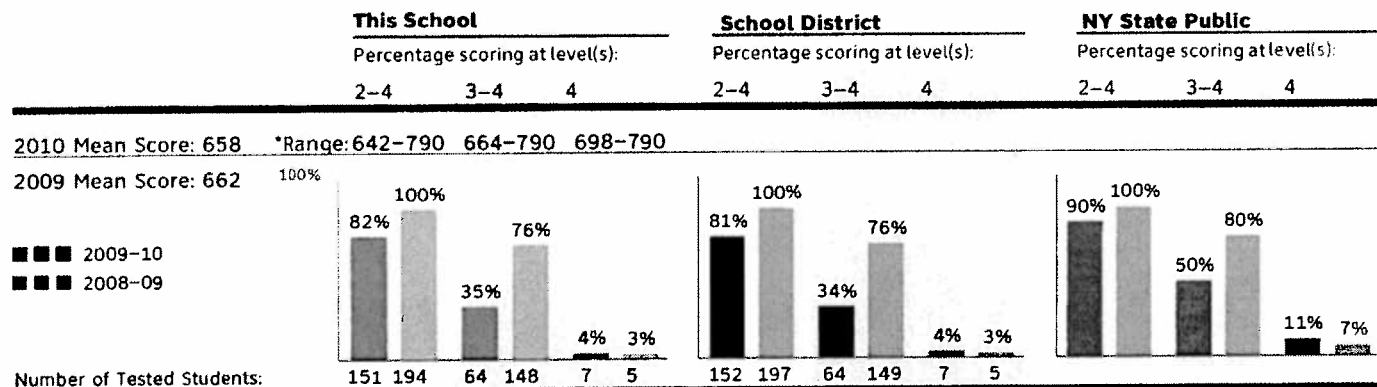
Assessments

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

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		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

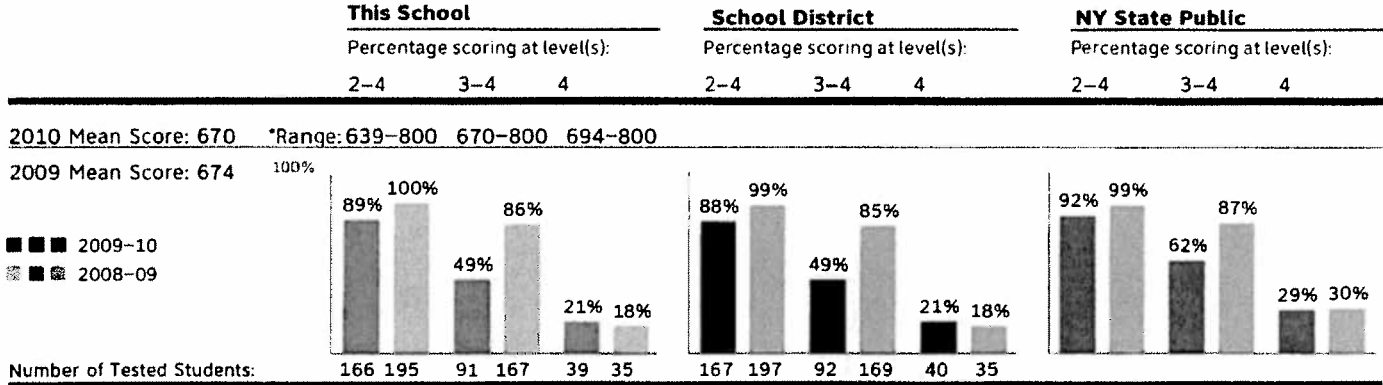
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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.

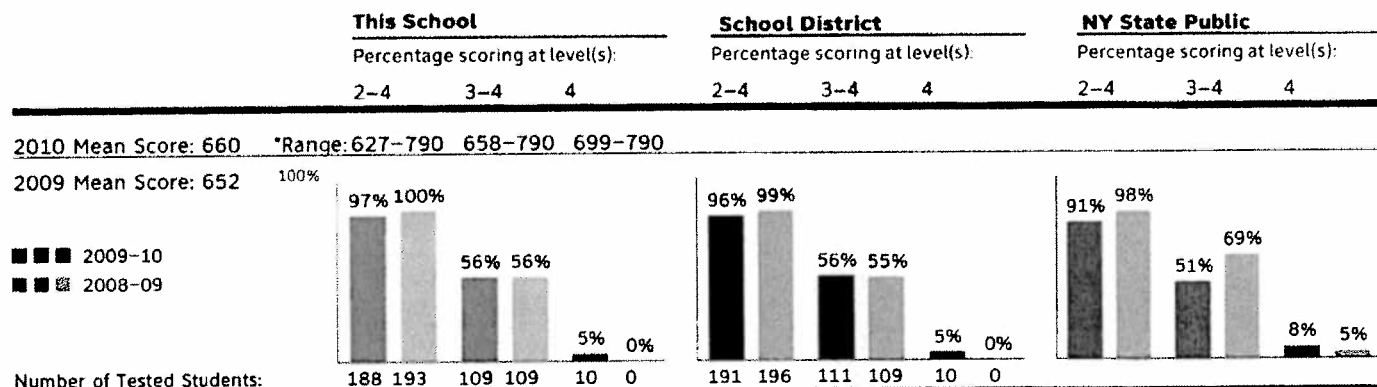
Other Assessments

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

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

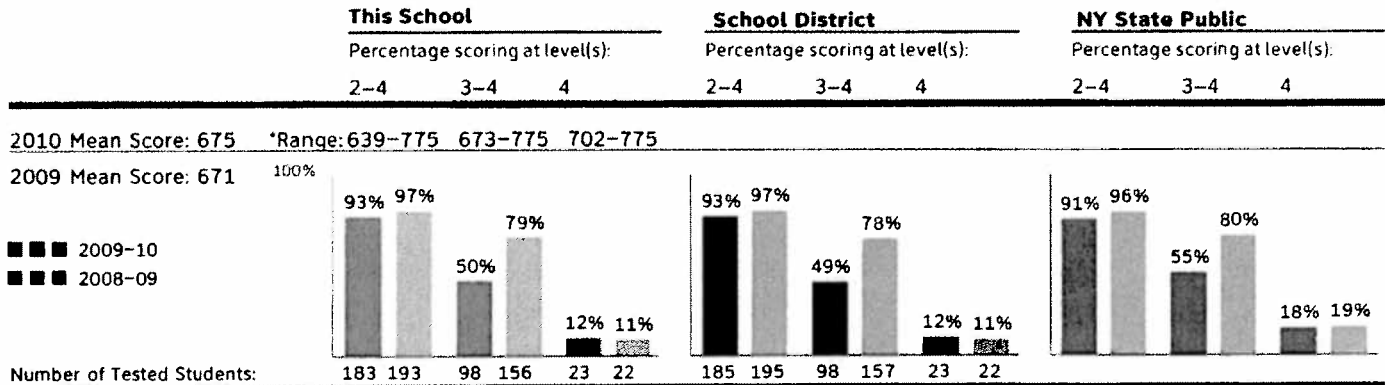
	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): 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.

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

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* 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

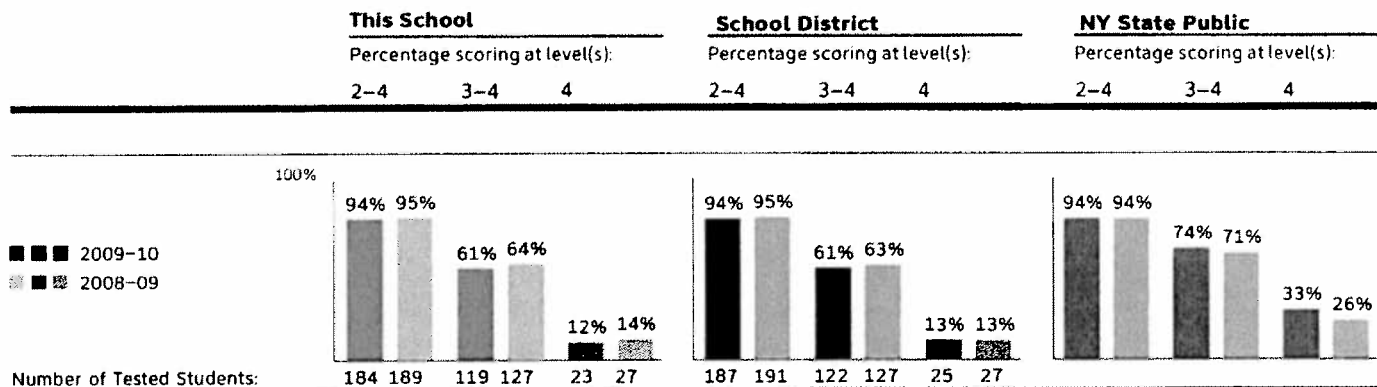
Assessments

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

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):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	2	-	-	-
Regents Science	0				0			



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

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			

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 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	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 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%

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.

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 HOUSSSE 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 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 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 **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/lrs/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 **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 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:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count of All Continuously Enrolled Tested Students}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count of All Cohort Members}}{\text{Count of All Cohort Members}} \right]$$

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 = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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.

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/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 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 (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/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.	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 .
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.	

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	X	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	✓	✓				
Multiracial	-	-				
Other Groups						
Students with Disabilities	X	X				
Limited English Proficient	X	X				
Economically Disadvantaged	X	✓				
Student groups making AYP in each subject	X 3 of 7	X 5 of 7	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

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
X 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	Participation		Test Performance		Performance Objectives		
Status		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010-11	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)	X	✓	99%	X	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)	X	✓	100%	X	70	112	92	83
Limited English Proficient (45:60)	X	✓	100%	X	68	110	89	81
Economically Disadvantaged (406:392)	X	✓	100%	X	115	116	116	124
Final AYP Determination	X 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
- X 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.

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
X 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 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)	X	✓	100%	X	107	127	125 116
Limited English Proficient (45:63)	X	✓	98%	X	121	125	123 129
Economically Disadvantaged (407:395)	✓	✓	100%	✓	139	131	
Final AYP Determination	X 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
- X 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.

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
(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.

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

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
	0%	50%	100%	
English Language Arts				
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

District **PEEKSKILL CITY SCHOOL DISTRICT**

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?

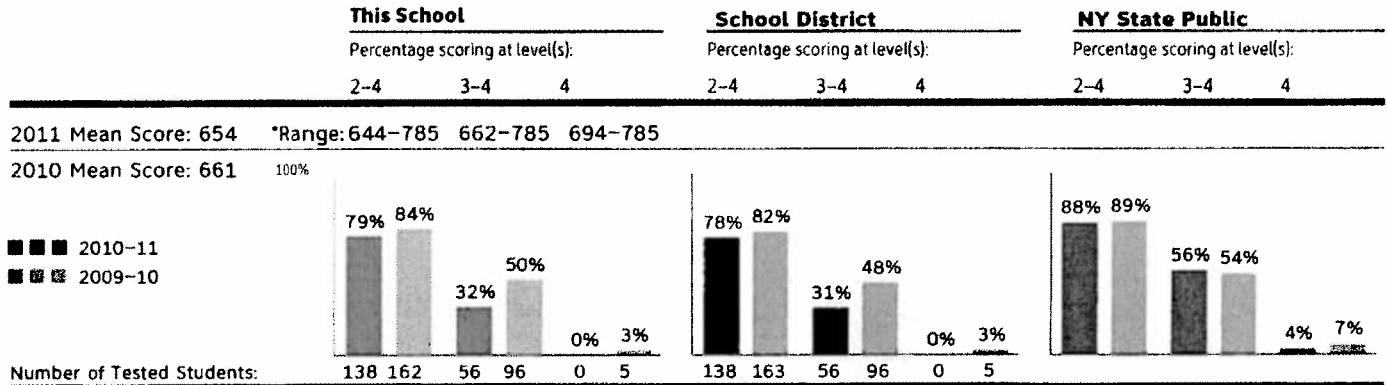
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square 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/lrs.

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

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

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

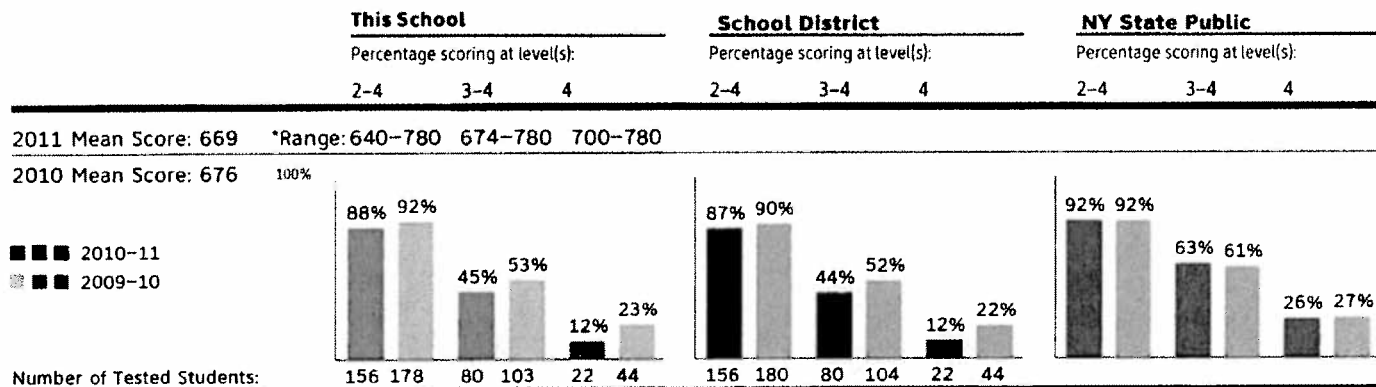
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): 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.

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

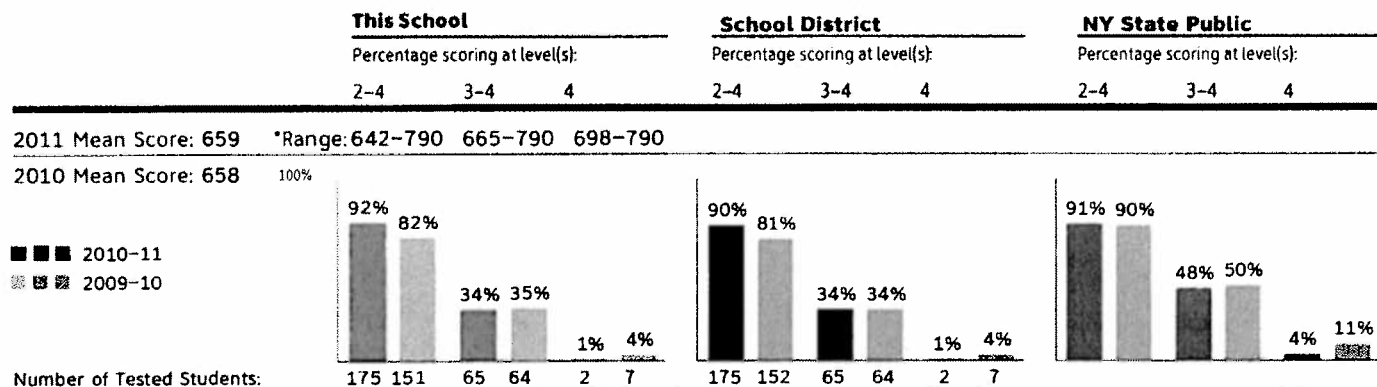
Other Assessments

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

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		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

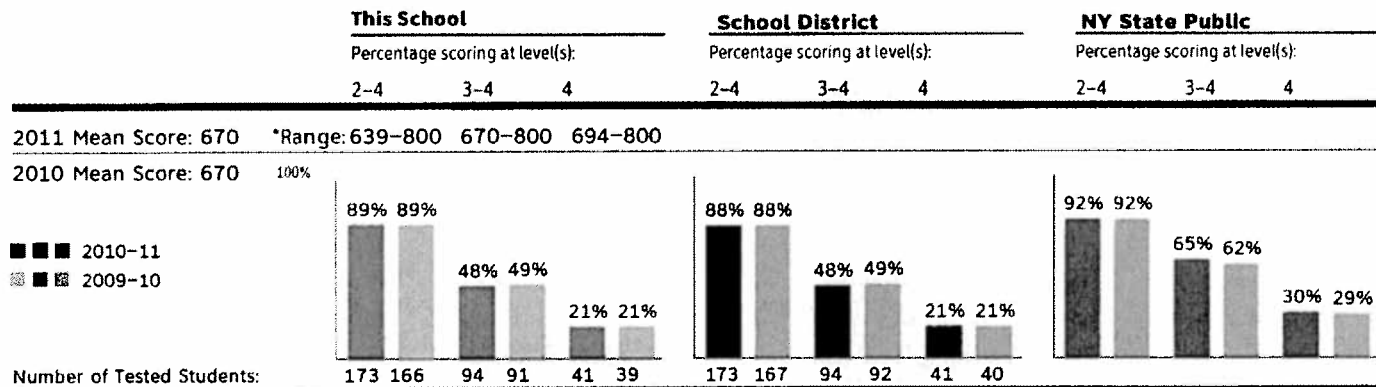
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

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.

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Other Assessments

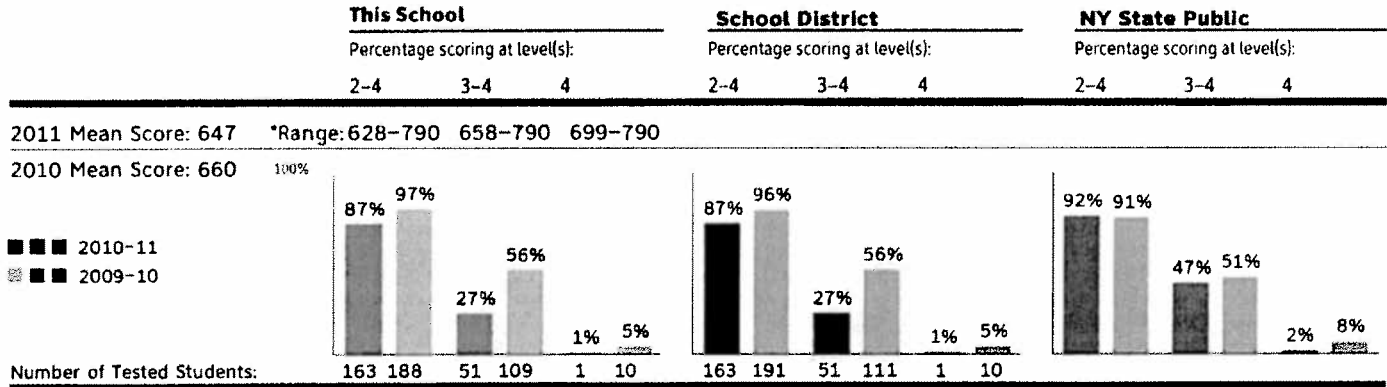
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	5	1	-	-	-

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

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

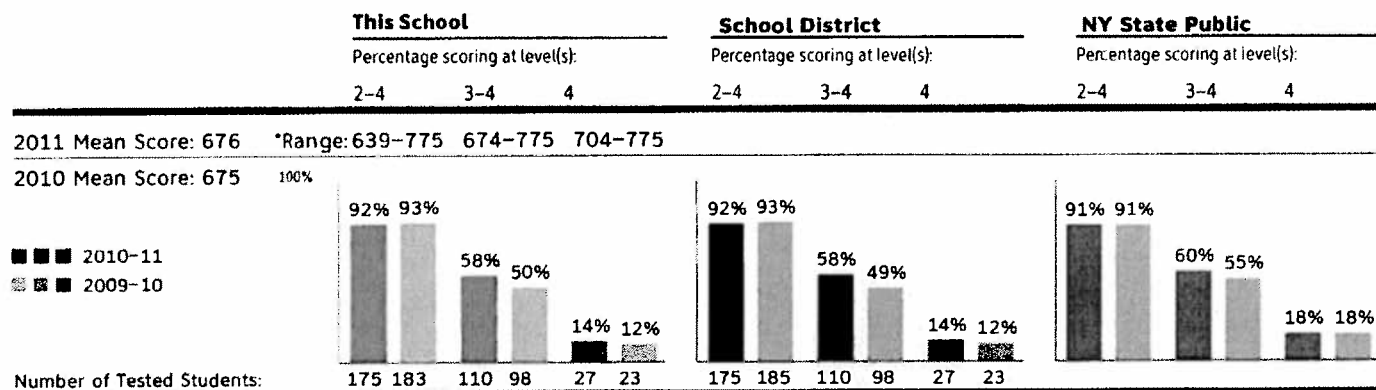
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): 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.

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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 w/lt 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

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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

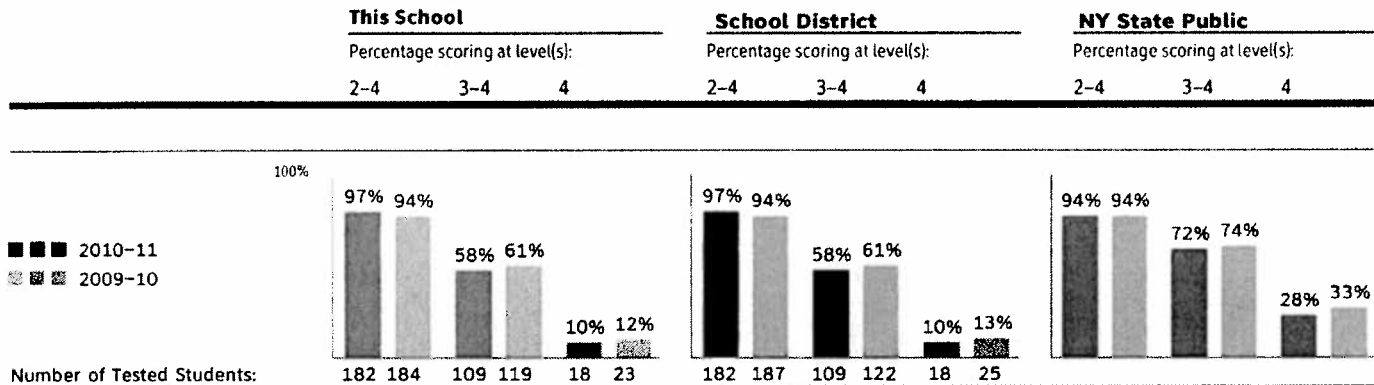
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	1	-	-	-

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):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		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

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Other Assessments

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

Museum Elem
ELA 3-8 Results, 2006 - 2012
by Year

All

Museum Elem		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
2006	Number	36	87	68	6	123	74	197
	Percent	18.3	44.2	34.5	3.0	62.4	37.6	100.0
2007	Number	27	88	74	2	115	76	191
	Percent	14.1	46.1	38.7	1.0	60.2	39.8	100.0
2008	Number	34	73	92	3	107	95	202
	Percent	16.8	36.1	45.5	1.5	53.0	47.0	100.0
2009	Number	20	70	95	5	90	100	190
	Percent	10.5	36.8	50.0	2.6	47.4	52.6	100.0
2010	Number	58	111	35	5	169	40	209
	Percent	27.8	53.1	16.7	2.4	80.9	19.1	100.0
2011	Number	74	122	62	1	196	63	259
	Percent	28.6	47.1	23.9	0.4	75.7	24.3	100.0
2012	Number	60	111	76	none	171	76	247
	Percent	24.3	44.9	30.8	0.0	69.2	30.8	100.0

Districtwide
ELA 3-8 Results, 2006 - 2012
by Year

Districtwide		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
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

Thomas Cornell Academy
ELA 3-8 Results, 2006 - 2012
by Year

All

Thomas Cornell Academy		ELA Performance Level			ELA Proficiency Status		All
		1	2	3	Below Standard	At/Above Standard	
2012	Number	4	9	8	13	8	21
	Percent	19.0	42.9	38.1	61.9	38.1	100.0

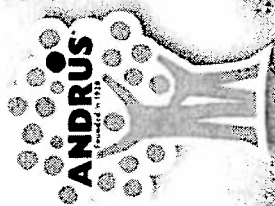
Districtwide
ELA 3-8 Results, 2006 - 2012
by Year

Districtwide		ELA Performance Level				ELA Proficiency Status		All
		1	2	3	4	Below Standard	At/Above Standard	
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

Promises Delivered

ANNUAL REPORT 2012

ANNUAL REPORT DESIGN: Betsy Wilkowski kellydesigns.org



156 North Broadway
Yonkers, NY 10701
914-965-3700
www.andrus1928.org



INSPIRING commitments

Dear Friends:

Twelve years ago ANDRUS embarked on a journey to infuse the trauma-informed approach of Sanctuary into our growing array of programs. Our belief in Sanctuary as the bedrock for an organizational culture of caring and healing has deepened over the decade. We now know that the growth and change embedded in Sanctuary will lead us, and those who need us, to a future far brighter than the past.

By June 30, 2012, we hailed new milestones in a difficult not for profit environment. We added program sites across Westchester County; launched new capital projects to improve our facilities; saw Sanctuary take hold in 27 states and eight countries; engaged a burgeoning list of new partners and friends in accomplishing our Mission; and all of our programs attained re-accreditation by the national Council on Accreditation.

In our June annual meeting, Chief Operating Officer Brian Farragher highlighted our proudest achievements: 1349 children and families received psychotherapy, advocacy and empathy from our Mental Health Division; 189 children in the Orchard School planted seeds and ate what they grew; 69 toddlers in the Andrus Early Learning Center learned to share, trust adults, hold pencils and eat with utensils. We served 70,000 meals; conducted 3500 home visits; kept 130 children safe while their parents went to work; developed 6000 treatment plans, bestowed 250,000 hugs and expressed countless words of encouragement. It was a good year indeed!

We credit the extraordinary commitment of our staff and our Board of Directors for our accomplishments. Our workforce now exceeds 400 talented staff who come to work every day determined to give hope to children and families. Our Board exemplifies our proud history and future dreams. Directors from our Westchester community bring skills and a local perspective on the important needs we must address. Eight members of the Board are descendants of our founder, John E. Andrus, reflecting the enduring commitment of the Andrus family to caring for children. Two of our Directors, Lawrence S. C. Griffith, a great grandson, and Elin Howe, an active community volunteer in Yonkers, celebrated their 40th anniversaries of Board service.

We closed our year resolved to fulfill our bold strategic direction for the next five years: *ANDRUS will be a national leader in shaping policies and practices that prevent and overcome the effects of childhood adversity and promote resilience to secure strong, healthy futures for children, families and communities.* Thank you for your companionship and support as we make our way forward, keeping our promises to bring safety and hope to children and families, near and far.

Nancy Woodruff Ment

Nancy Woodruff Ment
President and CEO

John P. McLaughlin

John P. McLaughlin
Board Chairman



Hope Space

Nature's cycles of growth and renewal offer metaphors of hope for those who have known debilitating stress, trauma and loss. Hope Space, the pastoral area of our 107 acre Campus, has engendered in staff, Board, children, families and friends a more expansive experience of community. Children and staff together tend our organic gardens, cultivate plants in our restored green-houses and walk the labyrinth for peace and contemplation. We invite neighbors and friends from the community to work with us on creating this enclave of peace and safety.

In 2012 we welcomed a wholly new category of residents to Hope Space. A flock each of Rhode Island Red and Ancona chickens relish luxury quarters, expressing their thanks with offerings of

eggs, collected and enjoyed by our children. Two roosters trumpet morning's arrival for our three Alpine goats - Birch, Maggie and Hickory - who are earning our appreciation for their voracious consumption of invasive vines. Three ewe lambs, gifts of Director Steve Friedman, left a large flock in Northern Westchester, to move to our campus.

Caring for our new furred and feathered charges reminds us of the healing power of loving care. As deeply as we believe in applying the most promising professional strategies to help children and families succeed, we are reminded that our most important acts are simple ones: to love, to care and to give opportunities to succeed. How fortunate we are to have a living laboratory for hope to grow.

NURTURING Hope



Early Learning Center

The future blazed brightly for a new generation of infants, toddlers and pre-schoolers on April 26 when we cut the ribbon to the new Andrus Early Learning Center in Tuckahoe. The opening of this uplifting, colorful and sun-filled space marked the fulfillment of a long-deferred promise to find a home for the Eastchester Child Development Center following the 2007 merger into ANDRUS of its parent, Family & Community Services. Years of daunting obstacles finally gave way to a valued new collaboration with the Village of Tuckahoe when we

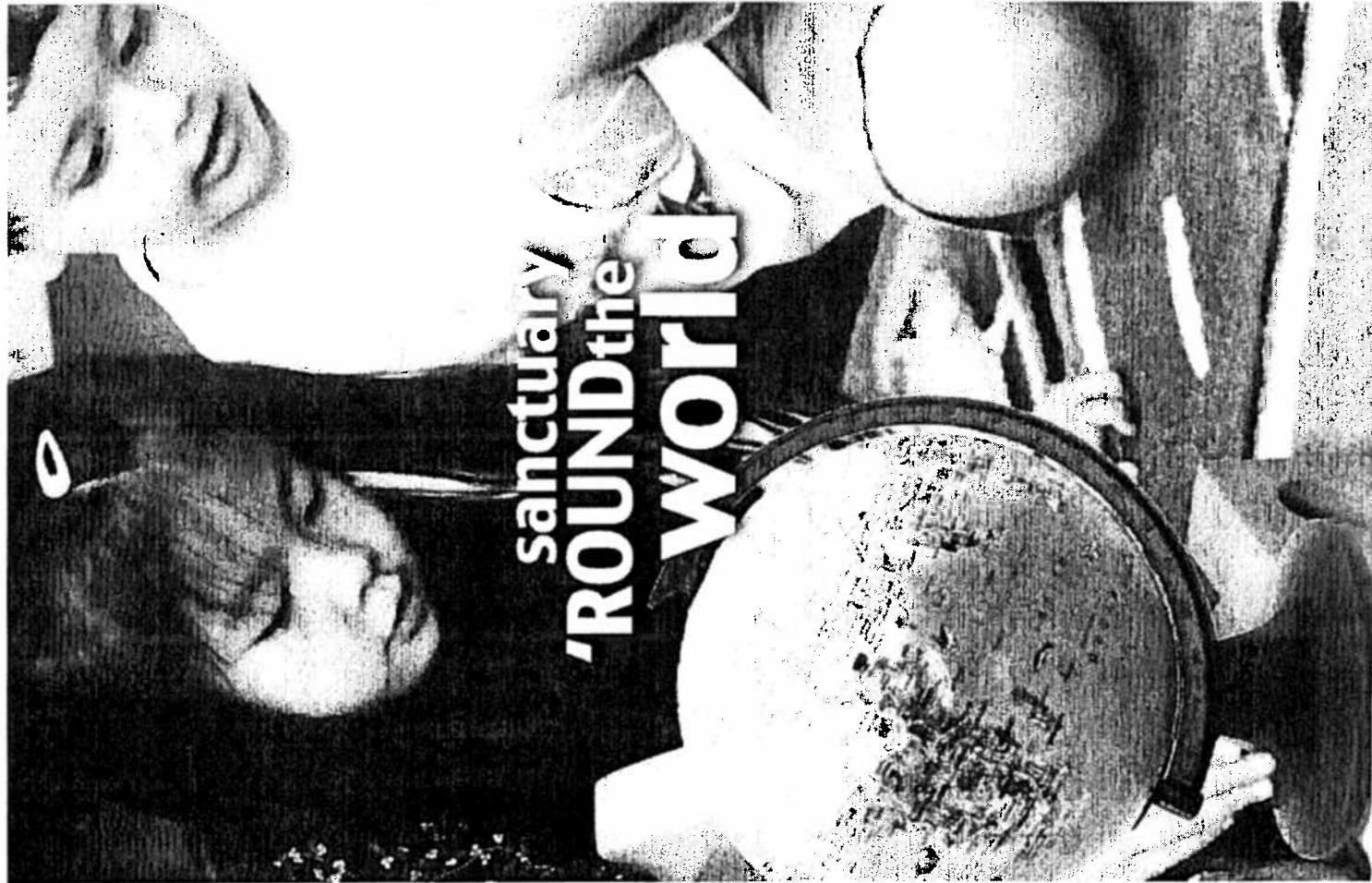
accepted the invitation to move into two floors of Village Hall. Three months of intensive renovation produced a customized state of the art child care center with triple the space and capacity in a perfect central business district location.

When ANDRUS reached out to Tuckahoe and surrounding areas to ensure that our programs meet their diverse needs, the community, in turn, embraced AELC. Extraordinary donors ensured enrichments not just for AELC children but also for community families on evenings and weekends. Sharlyn

and John Mack Carter contributed a vibrant Arts Wing. Emily McKnight Corry a one of a kind Toy Library, and Margaret F. Cady a Staff Resource Room. The Community Fund of Bronxville, Eastchester and Tuckahoe grants scholarship assistance while a host of donors and friends underwrite the best possible equipment, materials and programming. Every day we see the renewing promise of bright futures in the eyes of the children and in the faces of their families who trust us as partners in care.

BUILDING THE future





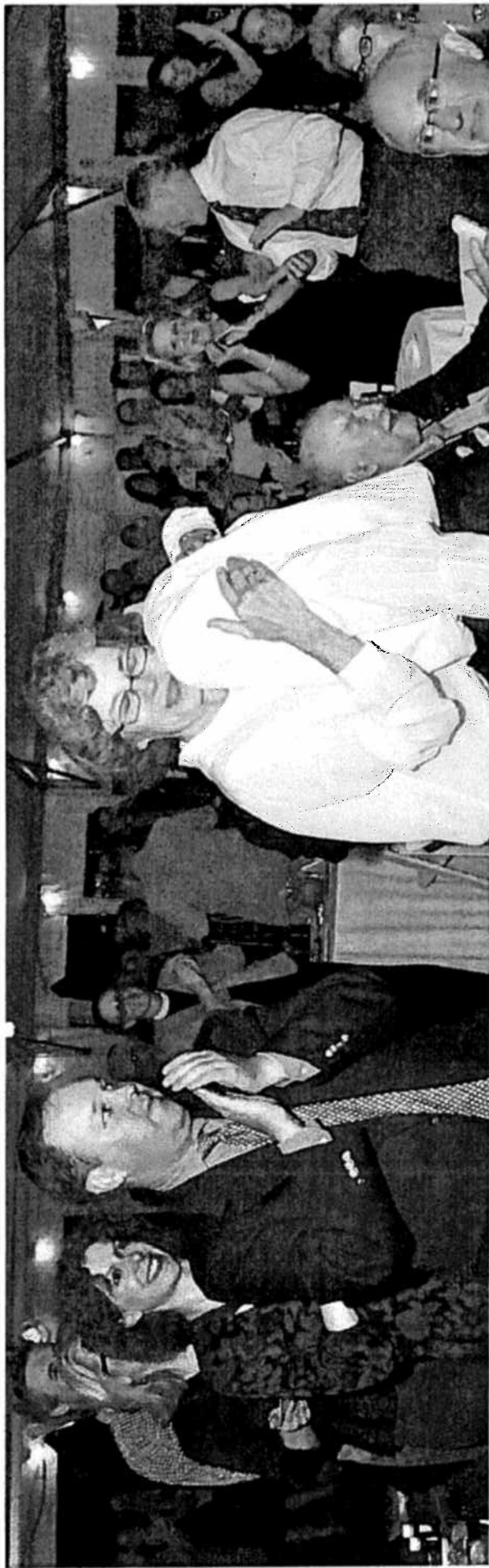
Sanctuary

In Fiscal Year 2012, the Sanctuary Institute heralded three achievements: extending Sanctuary's footprint to more than half of the states in the US; engaging sites in eight countries worldwide; and welcoming our 250th organization into the Sanctuary Network. In 2001, when we began our own journey with the Sanctuary Model, our intention was to refine our treatment services so children and families, who came to us burdened by trauma, loss and chronic stress, would find new hope for the future. We did not then imagine how Sanctuary would shape the future of ANDRUS. Quickly we recognized that a trauma-responsive organizational culture was enriching those of us who work here just as it was helping those who were seeking

our services. A second revelation was how eagerly colleagues near and far were seeking the very new and promising approaches we were honing. The Sanctuary Institute's training and consulting services have continued to expand while we learn and grow with others.

We have never veered from our commitment to care first for the 2500 children and families we directly touch every year in our array of programs. But now, through our worldwide Sanctuary Network, we are serving hundreds of thousands more in environs as culturally unique as Oklahoma, Northern Ireland and Tasmania. We now know that whatever the language, whatever the hurdles, hope for the future is a universal dream.





Applause erupted at our "Light Up the Night" gala on campus as Nancy Ment embraced Gernel, our student speaker and Orchard School graduate.

DONORS

We are enormously grateful for two very special gifts received in FY12: Dr. Stephen and Mrs. B.J. Andrus' contribution of \$170,000 toward the renovations of the McGee Hall gymnasium and Sharlyn and John Mack Carter's \$100,000 gift to create an Arts Wing at the new Andrus Early Learning Center in Tuckahoe.

Julia Dyckman Andrus Society

\$10,000 or more

Mr. John E. Andrus III

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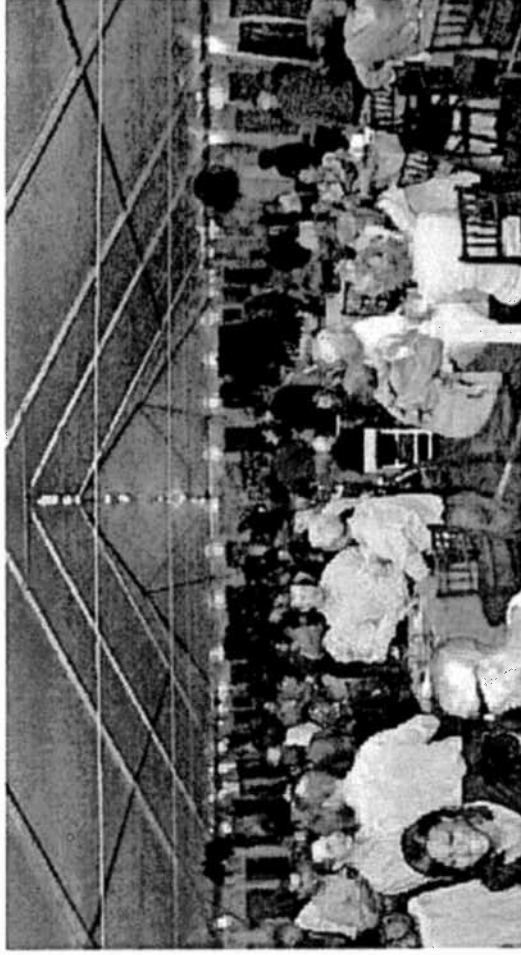
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Our annual Backpack drive gathered more than 900 new, fully stocked backpacks for our children and clients: Acorda Therapeutics staff contributed dozens!

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Financial Statements 2012

Statement of Financial Position as of 6/30/2012

Assets

Cash and cash equivalents.....	\$4,027,834
Accounts receivable.....	\$4,743,004
Investments.....	\$37,097,498
Prepaid expenses and deferred costs.....	\$419,116
Fixed Assets.....	\$12,719,591
Total Assets	\$59,007,043

Liabilities

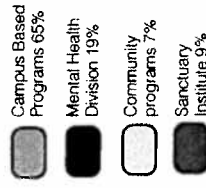
Accounts Payable and accrued expenses	\$5,188,107
Capital lease & loan obligations.....	\$5,326,630
Total Liabilities	\$10,514,737

Net Assets

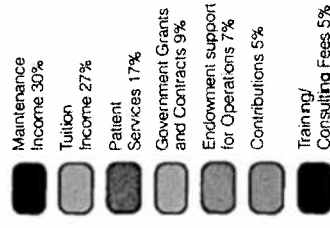
Unrestricted	\$48,263,471
Temporarily Restricted.....	\$196,876
Permanently Restricted	\$31,959
Total Net Assets	\$48,492,306

Total Liabilities and Net Assets	\$59,007,043
---	---------------------

Expenses by Program



Revenue by Type



Statement of Activity Year Ended 6/30/2012

Program Revenue

Maintenance income	\$9,229,462
Tuition income	\$8,263,464
Patient Services	\$5,162,644
Government Grants and Contracts	\$2,729,472
Training Services.....	\$1,620,459
Total Program Revenue	\$27,005,501

Supporting & Other Revenue

Contributions	\$1,396,933
Endowment Support for Operations	\$2,009,174
Other Revenue	\$135,426
Total Support & Other Revenue	\$3,541,533
Total Revenue	\$30,547,034

Program Services Expenses

Campus Based Programs	\$17,130,833
Mental Health Division	\$5,006,805
Community Programs	\$1,893,310
Sanctuary Institute	\$2,288,240
Total Program Expenses.....	\$26,319,188

Supporting Services Expenses

Management & General	\$3,516,585
Fundraising.....	\$710,407
Total Supporting Services.....	\$4,226,992
Total Expenses	\$30,546,180
Change in Net Assets from Operations.....	\$854

Leadership Team

Nancy Woodruff Ment
President and CEO

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Executive Vice President
and COO

Lorelei Atalie Vargas
Vice President for
Strategic Initiatives

Derek Kolleeny
Vice President
and CFO

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Awards, Accreditations, Licenses and Memberships

Awards

2012 Spirit of the Alliance Award from
the Alliance for Children and Families –
Roger Burton

2012 Westchester's Most Influential
Women from 914INC magazine –
Nancy Woodruff Ment

Accreditations and Certifications

Council on Accreditation. (COA)

Healthy Families America

The Sanctuary Institute

Operating Authority

New York State Department
of Education

New York State Office of Children
and Family Services

New York State Office of Mental Health

Memberships

Alliance for Children and Families
American Association of Children's
Residential Centers

Business Council of Westchester

Child Care Council of Westchester

Coalition of Behavioral Health

Agencies, Inc.

Coalition of 853 Schools

Community Planning Council of Yonkers

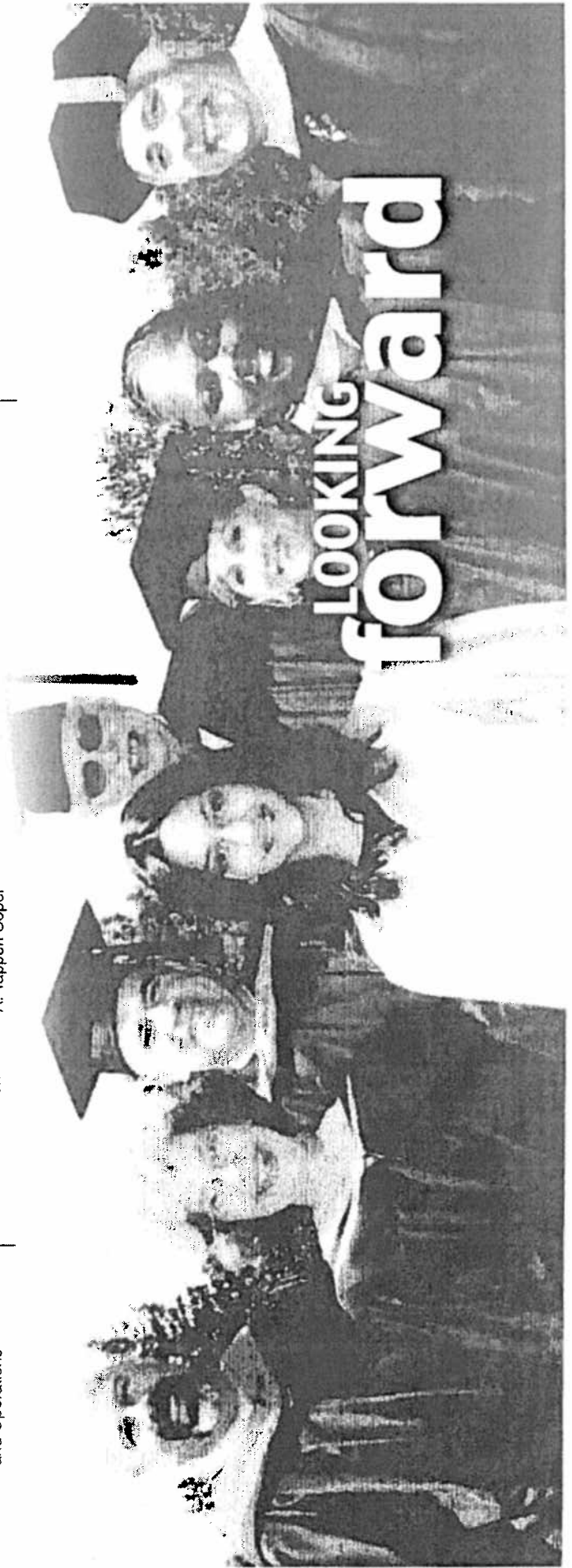
Council of Family and Child Caring
Agencies

New York State Principals for the Education
of the Emotionally Disturbed

Parents as Teachers International Affiliates

Westchester County Association

Yonkers Chamber of Commerce



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ANDRUS Reports on Childhood Adversity in Yonkers

Thursday, 26 April 2012 15:20

ANDRUS launched a public education campaign to raise awareness in the community about the effects of childhood adversity, along with a White Paper showing at least 66% of Yonkers children likely experienced at least one of ten forms of adversity such as parental divorce, family substance use or physical abuse. The multi-year effort seeks to educate teachers, parents, social service providers, religious leaders and first responders about how to recognize adversity in children and ensure that effective protection and treatment services are provided.

ANDRUS has organized a series of town hall-style meetings with high-level stakeholders in the community, including school principals, business leaders, social and human service providers, clergy and other local leaders. Each meeting will feature a 60-minute presentation on the Adverse Childhood Experiences (ACE) study and its applicability to the children and future of Yonkers.



Wilson Torres, Yonkers City Council Majority Leader, 2nd District; Bernard Pierorazio, Yonkers Superintendent; Lorelei Vargas, Vice President of Strategic Initiatives, Andrus Children's Center; Brian Farragher, COO of Andrus Children's Center; Yonkers Mayor Mike Spano; Jim Boetick, Executive Director of the Nepperhan Community Center; Chuck Lesnick, Yonkers City Council President; Nancy Menti, President and CEO of Andrus Children's Center

"The ACE Study points to a serious and potentially tragic public health crisis for thousands of children in Yonkers who have experienced sustained and 'toxic' stress. According to the study's findings, as many as 30,000 children in Yonkers potentially live with the impacts of this level of stress which could lead to poor health outcomes in the future," said Senator Andrea Stewart-Cousins. "Andrus' commitment to address this crisis -- through education and advocacy -- is commendable and important. I look forward to partnering with them to help improve the lives of our children."

The new White Paper by ANDRUS, entitled **The Public Health Crisis Facing Yonkers Children**, estimates that of the 45,600 children in Yonkers, 30,000 of them, by the age of 18, will likely experience some form of adversity, and 23% of them will likely experience chronic adversity.

Other key findings of the report include that by age 18:



- Approximately 11% of children in Yonkers will experience physical abuse
- An estimated 26% of children in Yonkers will grow up in homes with substance abuse
- An estimated 13% of children in Yonkers will witness domestic violence
- Approximately 22% of children in Yonkers will be sexually abused
- Approximately 3% of children in Yonkers will have a parent who is imprisoned

"Community organizations like ANDRUS provide an immeasurable service to the children and families of Yonkers," said Mayor Spano. "It is vital that we counter childhood adversity with awareness, education and guidance. ANDRUS is taking the necessary step to ensure the well-being and future of our children, and the City thanks them for their commitment."

Andrus' research looked at the findings of the groundbreaking ACE study, which found that children who experience childhood maltreatment are more likely to be at risk for poor health outcomes. The report estimates the following:

- Over 2,000 teenagers will likely either become pregnant or father a child before age 18
- About 2,000 girls and 1,000 boys will likely battle lifelong chronic depression
- Almost 1,500 will likely attempt suicide at some point in their lives
- Over 1,000 will likely struggle with adult alcoholism
- Approximately 1,200 are likely to have serious job problems, including difficulty holding a job due to high absenteeism
- Over 2,300 will likely be the victim of a sexual assault or rape
- Over 1,000 will likely suffer from chronic obstructive pulmonary disease (COPD)
- Over 200 will likely use intravenous drugs

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Calendar

12/07 - 03/01
Urban Justice
Center's Mental
Health Project
Community
Advocacy Course

01/01 - 03/31
Human Services
Workshops, GSS
Host Workshops

01/01 - 01/31
Women's Center of
Huntington
January 2013
Events

01/08 - 01/22
Free Neurological
Support Groups

01/15 - 01/22
Leslie Munzer
Neurological
Institute's January
Neurological
Support Group
Schedule

01/22
Leslie Munzer
Neurological
Institute, Inc. Face
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Trigeminal
Neuralgia Support
Group

01/22
BBBS NYC Spring
Professional
Development
Workshop

01/23 - 03/27
BWBR
Entrepreneurial
Assistance Program
60 Hr. Course

01/23
Hispanic
Federation's Night
of 1000 Friends

01/24
24th Annual
Conference on
Aging

Capitol Region

01/04 - 02/11
St. Mary's
Healthcare
Community
Programs -
January 2013

02/04
HATAS 2013 Kick-
Off for Homeless
Family Diaper
Drive

07/15 - 10/19
Saratoga Bridges
Fundraising Events

"Understanding that how we treat children today will impact our society tomorrow is very important to the overall wellness and future of our City," said Nancy Ment, President and CEO of ANDRUS. "ANDRUS is committed to working with our many partners throughout Yonkers to raise awareness of this issue, and we're honored to have the support of Superintendent of Yonkers Public Schools Bernard P. Pierorazio and Yonkers Mayor Mike Spano as we launch this important initiative."

With sites throughout Westchester County, ANDRUS serves 2,500 children and families each year from the New York Metropolitan area. ANDRUS also operates the Andrus Center for Learning and Innovation (ACLI) and The Sanctuary Institute, which has provided training and consultation to over 200 organizations worldwide in the use of a trauma-sensitive model for treatment and organizational change.

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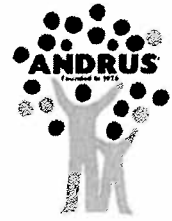
HOME VISIT

by Fred Scaglione

A Stevie Corra
Mystery

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August 8, 2012
For Immediate Release

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Fax: 914.965.3883
www.andrus1928.org

**ANDRUS SANCTUARY MODEL RECEIVES COA INNOVATIVE PRACTICES AWARD,
HONORED AT 2012 COA NATIONAL CONFERENCE & NETWORKING BREAKFAST**

Recognized for its organizational development approach towards understanding how stress, trauma and loss affect clients and staff, the Sanctuary Model at ANDRUS, is the recipient of the Council on Accreditation (COA) Innovative Practices Award at the COA Networking Breakfast at the Waldorf Astoria in New York City. The Innovative Practices Award is presented to COA accredited and in-process organizations that demonstrate the effective application of the new and forward-looking practices to improve service delivery.

The Sanctuary Model was created by Sandra Bloom, M.D., and has, since 2001, become the guiding force in ANDRUS' culture. Children and families who have known disruption and turmoil may be stuck in a sense of loss without trust in possibilities, but this practice seeks to create a safe healing environment in which relationships are consciously crafted to be safe, respectful and reliable specifically to mediate the stresses that life brings.

"We are very excited to be recognized by the COA for a practice we feel strongly about," said Nancy Woodruff Ment, CEO at ANDRUS. "Not only do we focus on the children and families, but also our staff that work with these individuals, and who may carry their own experiences of stress and loss, either personal or institutional, may themselves lose hope. By creating an environment in which abundant opportunities exist to create and learn, we can foster the conviction that it is possible to move forward and succeed."

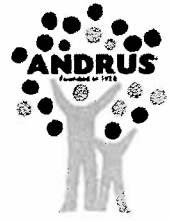
ANDRUS has raised the quality of services provided to vulnerable children and families. Upon receiving the Innovative Practices Award, there is now an opportunity to share the Sanctuary Model with other organizations.

"Innovation is a priority for ANDRUS, and is part of our process every step of the way as we develop programs to improve behavioral health for our children and families," said Brian Farragher, Chief Operating Officer at Andrus. "The ANDRUS vision and mission resonate with our beliefs about developing, providing and promoting the types of services that improve the lives of children and families."

The Innovative Practices review committee is precise in its decision making for this award. Comprised of a representative group of COA Team Leaders who serve on the committee for a minimum of one year, each member of the committee receives a copy of all submitted case studies and applies a numerical rating based on an objective set of criteria. These ratings are then submitted to COA and an overall average score is calculated across all committee members.

About ANDRUS

ANDRUS nurtures social and emotional well-being in children and their families by delivering a broad range of vital services and by providing research, training and innovative program models that promote standards of excellence for professional performance in and beyond its service community. Founded in 1928, ANDRUS today is a family-centered organization offering an array of innovative programs to help children, families and communities meet their full potential. Serving Westchester County from 14 locations, ANDRUS' main site is a 107 acre campus in North Yonkers, where the agency offers residential and day treatment for local children as well as surrounding counties. ANDRUS also operates the Andrus Center for Learning and Innovation and the Sanctuary Institute, which has provided training and consultation to over 250 organizations worldwide in the use of a trauma-sensitive model for treatment and organizational change.

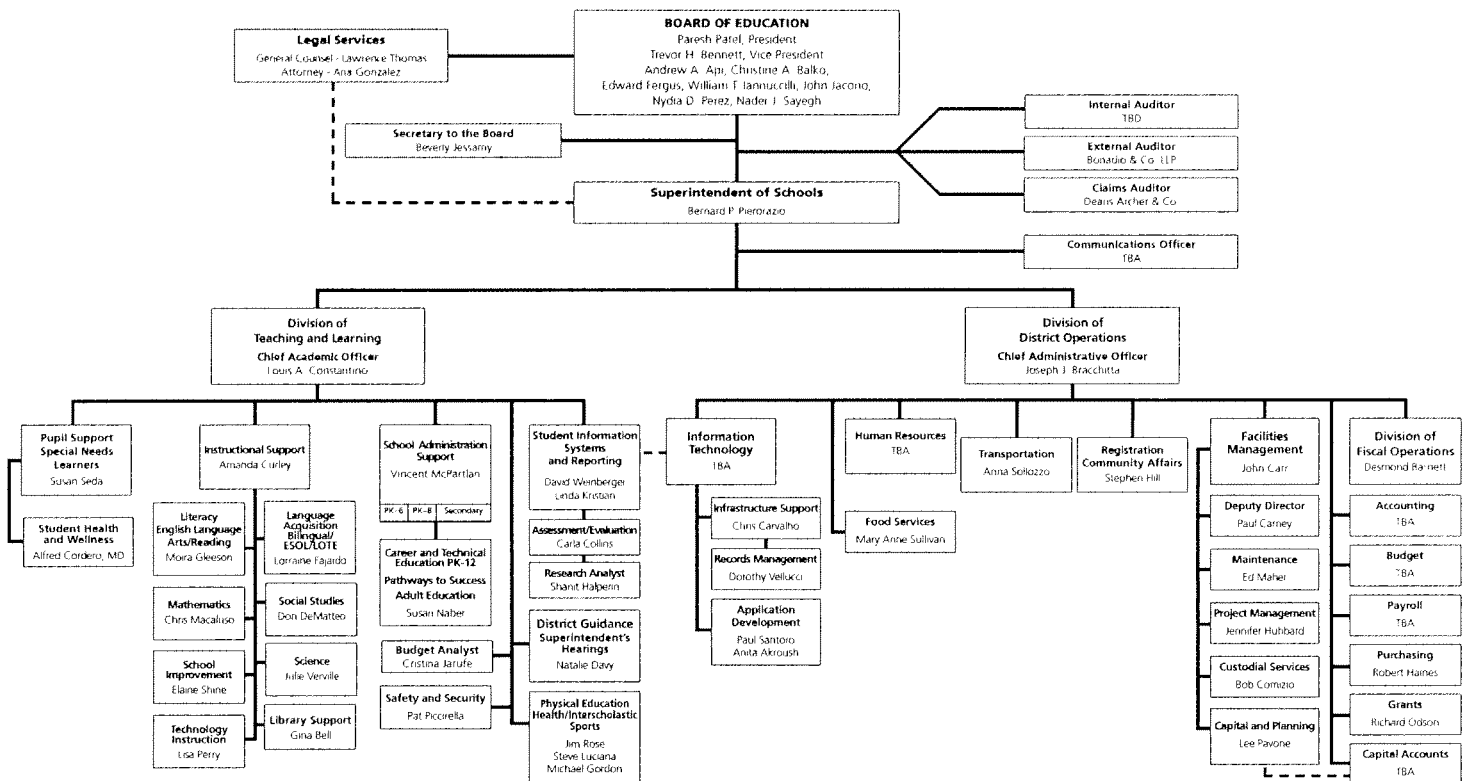


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YONKERS PUBLIC SCHOOLS

2012-2013 TABLE OF ORGANIZATION



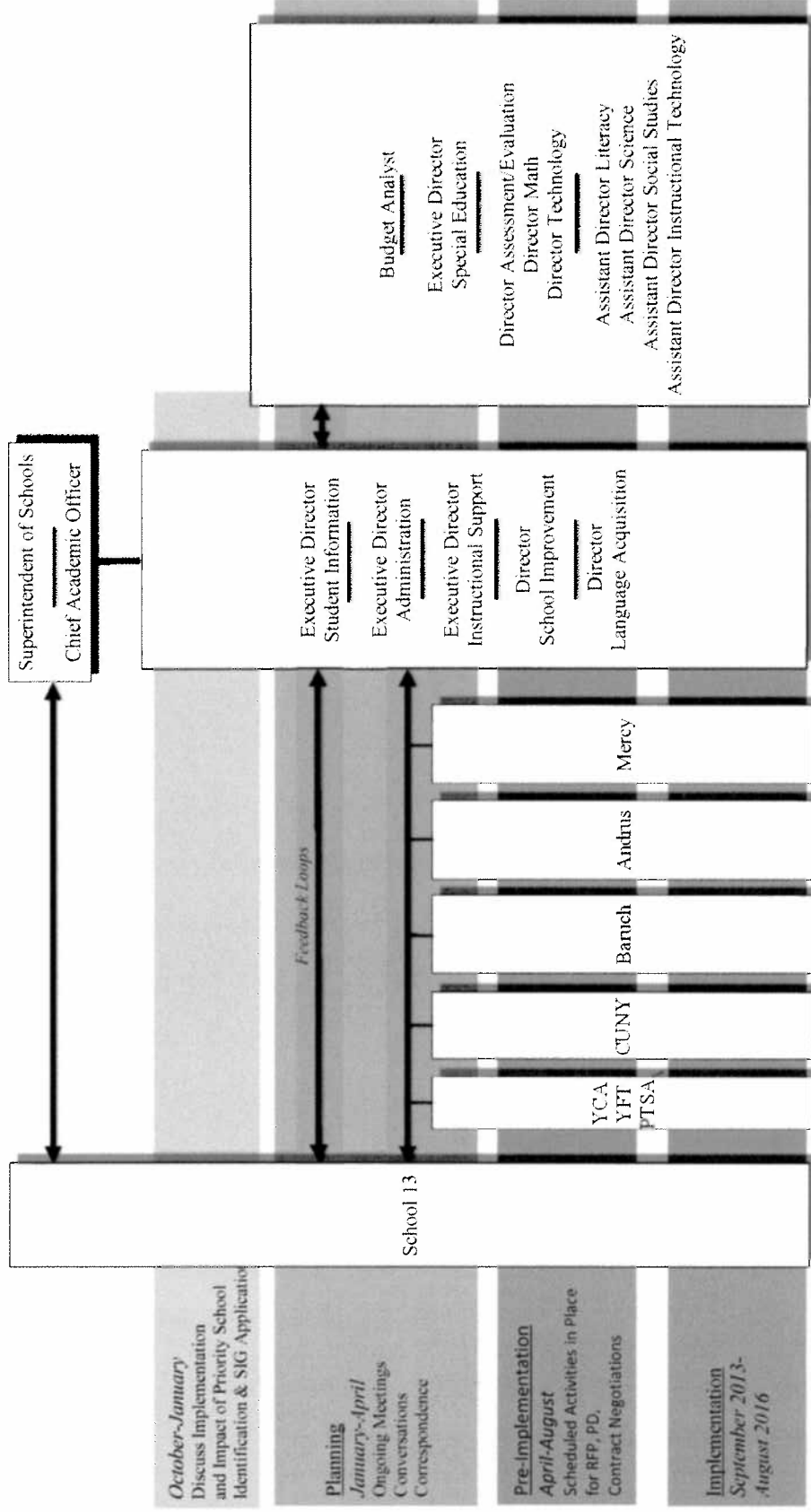
**Yonkers City School District
School Improvement Grant 2013-2016
School 13**

Full Calendar Schedule Events 2013-2014

Start of Year	<ul style="list-style-type: none"> • Review of DTSDE Tenets by Administrative & Leadership Teams, Instructional Staff • Refresh review of APPR process by School Administrators
Sept-Oct	<ul style="list-style-type: none"> • 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 or Ineffective in June will develop a TIP by 9/30/13
Observations	
Sept – Nov	<ul style="list-style-type: none"> • Pre and Post conferences • First (#1) formal observation • Informal walk through observations conducted monthly when not being formally observed
Nov-April	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <i>Developing</i> or <i>Ineffective</i>, 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 – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
<i>Workshops offered during pre-implementation period, April through August 2013</i>			
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
ELL Strategies for Classroom Teachers Admin, Teachers, Teaching Assistants	College Partner: CUNY	To bring appropriate second language instructional linguistic supports to the school community through the concept of <i>translanguaging</i> , and building culturally diverse classrooms continuing through the school year 2013-14	Achievement gains on student performance, classroom observations of teaching practice as noted on annual evaluation, CUNY program evaluation reports
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; Partner reports
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 teaching 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

Yonkers City School District
School Improvement Grant 2013-2016
Section II, I. Training, Support, and Professional Development – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
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
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 21 st 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 21 st 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 – Schools

[illegible]

Yonkers City School District
School Improvement Grant 2013-2016
Section II, I. Training, Support, and Professional Development – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
<i>Ongoing Workshops offered during implementation period, September 2013 through August 2014</i>			
Team Building Strategies Admin, Teachers	Team Building Strategies Admin, Teachers	Team Building Strategies Admin, Teachers	Team Building Strategies Admin, Teachers
Training in the Use of Technology to Assess and Document Growth Admin, Teachers (Two part series)	Training in the Use of Technology to Assess and Document Growth Admin, Teachers (Two part series)	Training in the Use of Technology to Assess and Document Growth Admin, Teachers (Two part series)	Training in the Use of Technology to Assess and Document Growth Admin, Teachers (Two part series)
Vocabulary Instruction for ELLs Teachers, Support Staff, Literacy Coach	Vocabulary Instruction for ELLs Teachers, Support Staff, Literacy Coach	Vocabulary Instruction for ELLs Teachers, Support Staff, Literacy Coach	Vocabulary Instruction for ELLs Teachers, Support Staff, Literacy Coach
Understanding Depth of Content –	Understanding Depth of Content	Understanding Depth of Content – ELA/CCLS	Understanding Depth of Content – ELA/CCLS

Yonkers City School District
School Improvement Grant 2013-2016
Section II, I. Training, Support, and Professional Development – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
ELA/CCLS Gr. K-3/4-5 (Series) Admin, Teachers, Support Staff, Literacy Coach	– ELA/CCLS Gr. K-3/4-5 (Series) Admin, Teachers, Support Staff, Literacy Coach	Gr. K-3/4-5 (Series) Admin, Teachers, Support Staff, Literacy Coach	Gr. K-3/4-5 (Series) Admin, Teachers, Support Staff, Literacy Coach
Understanding Depth of Content – Math/CCLS Gr. K-3/4-6 (Series) Admin, Teachers, TA, Math Coach	Understanding Depth of Content – Math/CCLS Gr. K-3/4-6 (Series) Admin, Teachers, TA, Math Coach	Understanding Depth of Content – Math/CCLS Gr. K-3/4-6 (Series) Admin, Teachers, TA, Math Coach	Understanding Depth of Content – Math/CCLS Gr. K-3/4-6 (Series) Admin, Teachers, TA, Math Coach
Reading and Writing in Math Admin, Teachers,	Reading and Writing in Math Admin, Teachers,	Reading and Writing in Math Admin, Teachers, TA, Math/Literacy	Reading and Writing in Math Admin, Teachers, TA, Math/Literacy

Yonkers City School District
School Improvement Grant 2013-2016
Section II, I. Training, Support, and Professional Development – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
TA, Math/Literacy Coaches	TA, Math/Literacy Coaches	Coaches	Coaches
Unpacking the Thematic Essay Question, Admin, Teachers Gr.7/8	Unpacking the Thematic Essay Question, Admin, Teachers Gr.7/8	Unpacking the Thematic Essay Question, Admin, Teachers Gr.7/8	Unpacking the Thematic Essay Question, Admin, Teachers Gr.7/8
Heart of the Community – An Historical Exploration of Yonkers, Teachers, students, parents	Heart of the Community – An Historical Exploration of Yonkers, Teachers, students, parents	Heart of the Community – An Historical Exploration of Yonkers, Teachers, students, parents	Heart of the Community – An Historical Exploration of Yonkers, Teachers, students, parents
Hands on Science for the Elementary Classroom, Admin, Teachers, Support Staff	Hands on Science for the Elementary Classroom, Admin, Teachers, Support Staff	Hands on Science for the Elementary Classroom, Admin, Teachers, Support Staff	Hands on Science for the Elementary Classroom, Admin, Teachers, Support Staff

Yonkers City School District
School Improvement Grant 2013-2016
Section II, I. Training, Support, and Professional Development – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Strategies for Developing Student Vocabulary & Reading Comprehension Admin, Teachers, Science Teachers, Literacy Coach Gr. 3-7	Strategies for Developing Student Vocabulary & Reading Comprehension Admin, Teachers, Science Teachers, Literacy Coach Gr. 3-7	Strategies for Developing Student Vocabulary & Reading Comprehension Admin, Teachers, Science Teachers, Literacy Coach Gr. 3-7	Strategies for Developing Student Vocabulary & Reading Comprehension Admin, Teachers, Science Teachers, Literacy Coach Gr. 3-7
Bilingual Common Core Initiative Admin, Teachers – Bilingual, ESL, Gen. Ed.	Bilingual Common Core Initiative Admin, Teachers – Bilingual, ESL, Gen. Ed.	Bilingual Common Core Initiative Admin, Teachers – Bilingual, ESL, Gen. Ed.	Bilingual Common Core Initiative Admin, Teachers – Bilingual, ESL, Gen. Ed.

Yonkers City School District
School Improvement Grant 2013-2016
Section II, I. Training, Support, and Professional Development – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Classroom Management and Behavior Modification (Three part series) General and Special Education Teachers, Support Staff	Classroom Management and Behavior Modification (Three part series) General and Special Education Teachers, Support Staff	Classroom Management and Behavior Modification (Three part series) General and Special Education Teachers, Support Staff	Classroom Management and Behavior Modification (Three part series) General and Special Education Teachers, Support Staff
The Scaffolded Apprenticeship Model (SAM), Admin, Teachers	The Scaffolded Apprenticeship Model (SAM), Admin, Teachers	The Scaffolded Apprenticeship Model (SAM), Admin, Teachers	The Scaffolded Apprenticeship Model (SAM), Admin, Teachers
Technology Workshops, Admin, Teachers	Technology Workshops, Admin, Teachers	Technology Workshops, Admin, Teachers	Technology Workshops, Admin, Teachers
Workshops following NYS	Workshops following NYS	Workshops following NYS Guidelines for Social and Emotional Development and	Workshops following NYS Guidelines for Social and Emotional Development and

Yonkers City School District
School Improvement Grant 2013-2016
Section II, I. Training, Support, and Professional Development – School 13

EVENT AND PARTICIPANTS	PROVIDER	RATIONALE	MEASURABLE OUTCOMES AND REPORTING METHODS
Guidelines for Social and Emotional Development and Learning, Families, Students	Guidelines for Social and Emotional Development and Learning, Families, Students	Learning, Families, Students	Learning, Families, Students

Attachment D - (1003g) Budget Summary Chart

Agency Code	662300010000				
Agency Name	Yonkers City School District - School 13				
Pre-Implementation Period (April 1, 2013 - August 31, 2013)		Year 1 Implementation Period (September 1, 2013 - August 31, 2014)			Year 2 Implementation Period (September 1, 2014 - August 31, 2015 - for Turnaround, Restart, and Transformation models only)
Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	\$69,943.00	Professional Salaries	15	\$891,393.00
Support Staff Salaries	16	\$12,646.00	Support Staff Salaries	16	\$172,443.00
Purchased Services	40	\$25,000.00	Purchased Services	40	\$67,000.00
Supplies and Materials	45	\$70,000.00	Supplies and Materials	45	\$25,000.00
Travel Expenses	46	\$0.00	Travel Expenses	46	\$3,000.00
Employee Benefits	80	\$17,810.00	Employee Benefits	80	\$301,860.00
Indirect Cost (IC)	90	\$4,601.00	Indirect Cost (IC)	90	\$39,304.00
BOCES Service	49	\$0.00	BOCES Service	49	\$0.00
Minor Remodeling	30	\$0.00	Minor Remodeling	30	\$0.00
Equipment	20	\$0.00	Equipment	20	\$0.00
Total		\$200,000.00	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	\$596,742.00
Support Staff Salaries	16	\$169,766.00
Purchased Services	40	\$15,000.00
Supplies and Materials	45	\$10,000.00
Travel Expenses	46	\$1,200.00
Employee Benefits	80	\$181,002.00
Indirect Cost (IC)	90	\$26,290.00
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	\$2,517,699.00
Support Staff Salaries	16	\$529,980.00
Purchased Services	40	\$300,000.00
Supplies and Materials	45	\$205,000.00
Travel Expenses	46	\$9,200.00
Employee Benefits	80	\$821,655.00
Indirect Cost (IC)	90	\$116,466.00
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. 510WEB
 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 - School 13

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 8/31/2013
 Start 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 amount of \$65	\$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, and ipads	Based on Enrollment	Per pupil amount of \$49	\$30,000

[illegible]

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**FOR DEPARTMENT USE ONLY**Funding Dates: _____
From To

Program Approval: _____ Date: _____

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 

Date

Signature

Bernard P. Pierorazio, Superintendent of Schools

Name and Title of Chief Administrative Officer

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 - School 13

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: 9/1/2013 8/31/2014
 Start 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			\$959,621
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	\$30,000
Professional Development Hourly for Certified Staff, Teacher Trainers and Substitute Coverage	Teachers/Teaching Assistants	Selected Staff Members - Teacher hourly \$50.62/hr.	\$151,000
Stipends	Administrators/ Teachers/Teaching Assistants	Certified Staff	\$440,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$175,125
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	\$151,250

PURCHASED SERVICES			
Subtotal - Code 40			\$193,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
The partnership with Baruch College 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	Baruch College	Based on RFP and Contract	\$60,000
The partnership with CUNY will offer a multilingual educational approach which will affirm the school linguistic diversity	The City University of New York (CUNY)	Based on RFP and Contract	\$25,000
The partnership with Andrus Children Center will focus on youth development and sustainable community collaborative efforts	Andrus Children Center	Based on RFP and Contract	\$20,000
The partnership with Mercy College will provide Coaching Lab professional development support for academic enrichment	Mercy College	Based on RFP and Contract	\$30,000
Technology Training and Instructional Support	Made Manifest	Based on RFP and Contract	\$12,000
School based parent meetings and workshops to support the turnaround model in order to build a positive community climate	Community Planning Council	Based on RFP and Contract	\$15,000

Pupil Transportation and Parent Meetings	Various Transportation Contracts and Food Services	Various district contracts	\$31,000
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SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$100,000
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 amount \$97	\$60,000
Technology required to support professional development and database structures to be accessed by all stakeholders to track school improvement: desktops, laptops, smartboards, software licenses, and ipads	Based on Enrollment	Per pupil amount \$65	\$40,000

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 meetings and seminars	\$500 - \$1,000 depending on conference or seminar	\$5,000

[illegible]

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)	\$1,713,730
B.	Approved Restricted Indirect Cost Rate	2.70%
C.	Subtotal - Code 90	\$46,271

For your information, maximum direct cost base = \$1,753,729.00

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	\$959,621
Support Staff Salaries	16	\$175,125
Purchased Services	40	\$193,000
Supplies and Materials	45	\$100,000
Travel Expenses	46	\$5,000
Employee Benefits	80	\$320,983
Indirect Cost	90	\$46,271
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,800,000

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.

1/24/13
68.



Date Signature

Bernard P. Pierorazio, Superintendent of Schools
Name and Title of Chief Administrative Officer

Agency Code: **662300-01-0000**

Project #: **RFP#TA-11**

Contract #:

Agency Name: Yonkers City School District

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 CITY SCHOOL DISTRICT

For:

1003(g) School Improvement Grant (SIG) 2013- 2016 - School 13

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 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	\$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
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	\$1,776,750	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	Goal #2	A community of practice that supports all school personnel, student behavior growth, and increase	\$15,000	By building a foundation for a learning community model, sustainable professional growth and accountability is in place, thus ensuring student success in

		materials		in attendance		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	\$120,000	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 Andrus Children's Center	Partnership with Andrus Children's Center	The Andrus Team will link families with critical supports in the community insuring the student is part of several dynamic supported environments as needed for their development. The Andrus' Team provides systemic staff development along social-emotional learning opportunities.	Goal #1	Increased participation of families in school, professional development of admins and teachers in social emotional learning, data collected on student suspension rates and discipline referrals.	\$30,000	Based on meeting targets as identified on Attachment B, there is a demonstration of embedded impact such changed behavior over time, while student success and growth continue to become new model of learning
Partnership with City college of New York (CUNY)	Partnership with City college of New York (CUNY)	Building on 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 21 st Century activities.	Goal #3	Development of instructional leadership	\$35,000	By building a foundation for improved language learning through the application of the translanguaging principals, sustainable professional growth and accountability is in place, thus 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	\$17,000	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. 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.	Goal #1	Improved performance as monitored through observations, student assessments, and other resources.	\$37,000	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 Community Planning Council	Community Planning Council	CPCY provides an in-school parent center that offers the students and families of Fermi access to WORK Program- Youth Employment; computer classes, ESL classes, Parents as Partners	Goal #1	Increased participation of families in school and providing family support services through community based organizations	\$25,000	Building a community model which lays a foundation for family involvement and engagement.
Pupil Transportation and Parent Meetings	Transportation	Pupil transportation and parent meeting transportation will encourage parent/family involvement to support student learning by increasing communications	Goal #2	Increased participation of families in school and student participation in extended learning day activities including academically enriched trips	\$36,000	Building a community model which lays a foundation for family involvement and engagement, building a foundation for an extended learning day model, 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	Goal #1, 2 and 3	Use of resources to support professional development and instructional applications as monitored through observations and student academic performance	\$99,500	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

Technology Supplies	Technology Supports and Resources	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	\$85,000	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
		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 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	\$9,200	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.	\$821,655	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.	\$293,910	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.

New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965

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 RESPONSIBILITY 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

(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

New York State Education Department:
Local Education Agency (LEA) 1003(g) School Improvement Grant Application
Under 1003(g) of the Elementary and Secondary Education Act of 1965

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.