



**THE SCHOLARS' ACADEMY  
27Q323**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 27Q323**  
**ADDRESS: 320 BEACH 104<sup>TH</sup> ST**  
**TELEPHONE: (718) 474-6918**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 323      **SCHOOL NAME:** The Scholars' Academy

**DISTRICT:** 27      **SSO NAME/NETWORK #:** Children's First Network

**SCHOOL ADDRESS:** 320 Beach 104<sup>th</sup> Street, Rockaway, NY, 11694

**SCHOOL TELEPHONE:** (718)474-6918      **FAX:** (718)474-6957

**SCHOOL CONTACT PERSON:** Mr. Keith T. Chobot      **EMAIL ADDRESS:** [kchobot@schools.nyc.gov](mailto:kchobot@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Keith Goldberg

**PRINCIPAL**      Brian O'Connell

**UFT CHAPTER LEADER**      Tara Scannell

**PARENTS' ASSOCIATION  
PRESIDENT**      Anne Marie McDonald-Smith  
Mary Beth Dawson

**STUDENT REPRESENTATIVE**      Judith Wanderer  
*(Required for high schools)*      Sean Cummins

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Michelle Lloyd-Bey

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name   | Position/Constituency Represented  | Signature |
|--|--|-----------|
| Brian O’Connell                              | *Principal or Designee   |           |
| Tonimarie Sorrentino                         | Assistant Principal  |           |
| Tara Scannell                                | *UFT Chapter Chairperson or Designee                                     |           |
| Anne Marie McDonald-Smith & Mary Beth Dawson | *PA/PTA President or Designated Co-President                             |           |
|  | Title I Parent Representative<br><i>(suggested, for Title I schools)</i> |           |
|  | DC 37 Representative, if applicable                                      |           |
| Judith Wanderer                              | Student Representative, if applicable                                    |           |
| Rebecca O’Connor                             | Student Representative, if applicable                                    |           |
| Nancy Corrigan                               | Parent Member  |           |
| Cora Nelsen                                  | Parent Member  |           |
| Keith Goldberg                               | Parent Member  |           |
| Rebecca Circo                                | Humanities Teacher   |           |
| Christine Lyons                              | Science Teacher  |           |
| Navrim Chetram                               | Parent Member  |           |
|  |  |           |
|  |  |           |
|  |  |           |

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.



## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Scholars' Academy was created by a District 27 School Board Resolution on March 1, 2004 to provide an academically accelerated, integrated haven of learning on the Rockaway Peninsula. The Scholars' Academy was charged with the mission of reversing the trend of top students departing District 27 schools. To accomplish this goal, Scholars' Academy replaced a failing middle school (27Q180) which many in the community perceived as unsafe and academically deficient.

Consistent with the spirit of the District 27 School Board Resolution, approximately fifty percent of qualified Scholars' Academy students attend from residences within the Rockaway Peninsula. In addition to the students from these zip codes, approximately forty percent of qualified students reside in District 27, but external to the Rockaway Peninsula, and approximately ten percent of attending qualified students reside external to District 27. Ensuring appropriate geographic representation, there are four application zones: Rockaway Peninsula West, Rockaway Peninsula East, District 27 Mainland, and the zone external to District 27. Qualified applicants from each geographic zone compete for seats within the zone of their residence.

The Scholars' Academy 6-12 Grade school provides an accelerated and interdisciplinary curriculum. Students begin completing high school Regents courses in middle school, such as Algebra, Living Environment, and Earth Science, ultimately fulfilling most high school requirements by the end of tenth grade. Scholars' Academy 9th graders must be prepared to complete four Regents Exams: Physics, U.S. History and Government, English, and Geometry. Students also take Advanced Placement level courses and earn up to twenty college credits through St. Francis College. Scholars' teachers collaborate using a comprehensive pacing calendar and daily teacher planning time to design projects with concepts that are connected across the curriculum. Students learn subject-specific content in a historical, cross curricular context. This enhances their ability to take what they have learned in the classroom and apply their knowledge to real world situations.

The students of Scholars' Academy benefit from our partnerships with community-based organizations such as: Millennium Development, Rockaway Waterfront Alliance, and Rockaway Rotary Club; Higher Education Institutions: Queens College School of Education and St. Francis College; Cultural/Arts Organizations: Rockaway Artist Alliance, Take the Lead Ballroom Dancing, Broadway Jr., Magic Box Corporation; Sports Organizations: Brooklyn Golf Center, New York Rows, and Beat the Streets Wrestling.

# ***School Vision and Mission***

## **Vision Statement:**

To engage the entire Scholars' Academy Community in cultivating and celebrating well-rounded scholars and citizens equipped with the knowledge, skills, and attitude to pursue success and happiness in the 21st Century.

## **Mission Statement:**

To create an interactive, culturally rich, highly motivational, interdisciplinary education that exceeds all standard expectations in order to create the leaders of our future generations.

**2010-2011**

### **Scholars' Academy Theory of Action:**

"To leverage technology to enhance student learning through increased efficiency and communication."

**2010-2011**

### **Scholars' Academy Theory of Action Focus:**

"To leverage technology in order to remove time and place from teaching and learning."

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT                         |       |                   |             |         |  |                          |           |              |             |
|---|-------|-------------------|-------------|---------|--|--------------------------|-----------|--------------|-------------|
| <b>School Name:</b>   |       | Scholars' Academy |             |         |  |                          |           |              |             |
| <b>District:</b>  |       | 27                | <b>DBN:</b> |         | 27Q323   | <b>School BEDS Code:</b> |           | 342700010323 |             |
| DEMOGRAPHICS  |       |                   |             |         |  |                          |           |              |             |
| Grades Served:  | Pre-K |                   | 3           |         | 7  | √                        | 11        | √            |             |
|   | K     |                   | 4           |         | 8  | √                        | 12        | √            |             |
|   | 1     |                   | 5           |         | 9  | √                        | Ungraded  |              |             |
|   | 2     |                   | 6           | √       | 10   | √                        |           |              |             |
| <b>Enrollment</b>   |       |                   |             |         | <b>Attendance - % of days students attended :</b>      |                          |           |              |             |
| <i>(As of October 31)</i>   |       | 2008-09           | 2009-10     | 2010-11 | <i>(As of June 30)</i>                                 |                          | 2007-08   | 2008-09      | 2009-10     |
| Pre-K   |       | 0                 | 0           | 0       |  |                          | 96.4/96.3 | 96.5/ 96.3   | 96.2 / 95.7 |
| Kindergarten  |       | 0                 | 0           | 0       |  |                          |           |              |             |
| Grade 1   |       | 0                 | 0           | 0       | <b>Student Stability - % of Enrollment :</b>           |                          |           |              |             |
| Grade 2   |       | 0                 | 0           | 0       | <i>(As of June 30)</i>                                 |                          | 2007-08   | 2008-09      | 2009-10     |
| Grade 3   |       | 0                 | 0           | 0       |  |                          | 98.0      | 98.8         | 97.9        |
| Grade 4   |       | 0                 | 0           | 0       | <b>Poverty Rate - % of Enrollment :</b>                |                          |           |              |             |
| Grade 5   |       | 0                 | 0           | 0       | <i>(As of October 31)</i>                              |                          | 2008-09   | 2009-10      | 2010-11     |
| Grade 6   |       | 186               | 188         | 192     |  |                          | 29.5      | 44.0         | 45.6        |
| Grade 7   |       | 185               | 186         | 190     | <b>Students in Temporary Housing - Total Number :</b>  |                          |           |              |             |
| Grade 8   |       | 179               | 180         | 186     | <i>(As of June 30)</i>                                 |                          | 2007-08   | 2008-09      | 2009-10     |
| Grade 9   |       | 91                | 107         | 111     |  |                          | 2         | 13           | 6           |
| Grade 10  |       | 98                | 90          | 103     | <b>Recent Immigrants - Total Number :</b>              |                          |           |              |             |
| Grade 11  |       | 0                 | 97          | 88      | <i>(As of October 31)</i>                              |                          | 2007-08   | 2008-09      | 2009-10     |
| Grade 12  |       | 0                 | 0           | 100     |  |                          | 1         | 0            | 0           |
| Ungraded  |       | 0                 | 0           | 0       |  |                          |           |              |             |
| Total   |       | 739               | 848         | 970     |  |                          |           |              |             |
| <b>Special Education Enrollment:</b>                                    |       |                   |             |         | <b>Suspensions (OSYD Reporting) - Total Number:</b>    |                          |           |              |             |
| <i>(As of October 31)</i>   |       | 2008-09           | 2009-10     | 2010-11 | <i>(As of June 30)</i>                                 |                          | 2007-08   | 2008-09      | 2009-10     |
| # in Self-Contained Classes   |       | 0                 | 0           | 0       | Principal Suspensions                                  |                          | 11        | 10           | 26          |
| # in Collaborative Team Teaching (CTT) Classes                          |       | 0                 | 0           | 0       | Superintendent Suspensions                             |                          | 2         | 3            | 10          |
| Number all others   |       | 5                 | 3           | 9       | <b>Special High School Programs - Total Number:</b>    |                          |           |              |             |
| <i>These students are included in the enrollment information above.</i> |       |                   |             |         | <i>(As of October 31)</i>                              |                          | 2007-08   | 2008-09      | 2009-10     |
|   |       |                   |             |         | CTE Program Participants                               |                          | N/A       | 0            | 0           |
|   |       |                   |             |         | Early College HS Program Participants                  |                          | 0         | 0            | 0           |
| <b>English Language Learners (ELL) Enrollment:</b>                      |       |                   |             |         | <b>Number of Staff - Includes all full-time staff:</b> |                          |           |              |             |
| <i>(BESIS Survey)</i>   |       |                   |             |         | <i>(As of October 31)</i>                              |                          | 2007-08   | 2008-09      | 2009-10     |
| <i>(As of October 31)</i>   |       | 2008-09           | 2009-10     | 2010-11 |  |                          |           |              |             |
| # in Transitional Bilingual Classes                                     |       | 0                 | 0           | TBD     | Number of Teachers                                     |                          | 35        | 41           | 46          |
| # in Dual Lang. Programs  |       | 0                 | 0           | TBD     |  |                          |           |              |             |
| # receiving ESL services only   |       | 0                 | 0           | TBD     |  |                          |           |              |             |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |   |         |         |  |         |               |         |
|--|---|---------|---------|--|---------|---------------|---------|
| # ELLs with IEPs   | 0                                       | 0       | TBD     | Number of Administrators and Other Professionals               | 9       | 6             | 7       |
| These students are included in the General and Special Education enrollment information above.   |   |         |         | Number of Educational Paraprofessionals                        | 0       | 1             | 0       |
| <b>Overage Students</b> (# entering students overage for grade)                                  |   |         |         | <b>Teacher Qualifications:</b>                                 |         |               |         |
|  | 2007-08                                 | 2008-09 | 2009-10 | (As of October 31)   | 2007-08 | 2008-09       | 2009-10 |
| (As of October 31)   | 0                                       | 0       | 0       | % fully licensed & permanently assigned to this school         | 100.0   | 100.0         | 100.0   |
|  |   |         |         | % more than 2 years teaching in this school                    | 40.0    | 51.2          | 54.4    |
|  |   |         |         | % more than 5 years teaching anywhere                          | 22.9    | 26.8          | 39.1    |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |   |         |         | % Masters Degree or higher                                     |         |               |         |
| (As of October 31)   | 2008-09                                 | 2009-10 | 2010-11 | % core classes taught by "highly qualified" teachers (NCLB/SED | 63.0    | 73.0          | 87.0    |
| American Indian or Alaska Native   | 0.7                                     | 0.8     | 1.0     | 100.0  | 95.1    | 100.0         |         |
| Black or African American  | 16.9                                    | 18.5    | 20.0    |  |         |               |         |
| Hispanic or Latino   | 12.9                                    | 13.0    | 13.3    |  |         |               |         |
| Asian or Native Hawaiian/Other Pacific Isl.  | 19.9                                    | 19.1    | 20.0    |  |         |               |         |
| White  | 48.0                                    | 46.8    | 45.4    |  |         |               |         |
| <b>Male</b>  | 46.1                                    | 44.8    | 43.5    |  |         |               |         |
| <b>Female</b>  | 53.9                                    | 55.2    | 56.5    |  |         |               |         |
| 2009-10 TITLE I STATUS   |   |         |         |  |         |               |         |
| √  | Title I Schoolwide Program (SWP)        |         |         |  |         |               |         |
|  | Title I Targeted Assistance             |         |         |  |         |               |         |
|  | Non-Title I                             |         |         |  |         |               |         |
| Years the School Received  | Title I Part A Funding:                 |         |         | 2007-08  | 2008-09 | 2009-10       | 2010-11 |
|  |   |         |         |  |         | √             | √       |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |         |         |  |         |               |         |
| <b>SURR School (Yes/No)</b>  | If yes, area(s) of SURR identification: |         |         |  |         |               |         |
| <b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b> |   |         |         |  |         |               |         |
|  | <b>Phase</b>                            |         |         | <b>Category</b>  |         |               |         |
|  | In Good Standing (IGS)                  | √       |         | Basic  | Focused | Comprehensive |         |
|  | Improvement Year 1                      |         |         |  |         |               |         |
|  | Improvement Year 2                      |         |         |  |         |               |         |
|  | Corrective Action (CA) – Year 1         |         |         |  |         |               |         |
|  | Corrective Action (CA) – Year 2         |         |         |  |         |               |         |
|  | Restructuring Year 1                    |         |         |  |         |               |         |
|  | Restructuring Year 2                    |         |         |  |         |               |         |
|  | Restructuring Advanced                  |         |         |  |         |               |         |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |                                |      |         |  |      |             |                 |
|--|--------------------------------|------|---------|--|------|-------------|-----------------|
| <b>Individual Subject/Area AYP Outcomes:</b>   |                                |      |         |  |      |             |                 |
| <b>Elementary/Middle Level</b>   |                                |      |         | <b>Secondary Level</b>                                     |      |             |                 |
| ELA:   |                                | √    |         | ELA:   |      |             |                 |
| Math:  |                                | √    |         | Math:  |      |             |                 |
| Science:   |                                | √    |         | Graduation Rate:   |      |             |                 |
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>  |                                |      |         |  |      |             |                 |
|  | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b>                                     |      |             |                 |
| <b>Student Groups</b>  | ELA                            | Math | Science | ELA  | Math | Grad Rate** | Progress Target |
| <b>All Students</b>  | √                              | √    | √       |  |      |             |                 |
| <b>Ethnicity</b>   |                                |      |         |  |      |             |                 |
| American Indian or Alaska Native   | -                              | -    | -       |  |      |             |                 |
| Black or African American  | √                              | √    | -       |  |      |             |                 |
| Hispanic or Latino   | √                              | √    | -       |  |      |             |                 |
| Asian or Native Hawaiian/Other Pacific Islander  | √                              | √    |         |  |      |             |                 |
| White  | √                              | √    |         |  |      |             |                 |
| Multiracial  | -                              | -    |         |  |      |             |                 |
| Students with Disabilities   | -                              | -    | -       |  |      |             |                 |
| Limited English Proficient   |                                |      |         |  |      |             |                 |
| Economically Disadvantaged   | √                              | √    |         |  |      |             |                 |
| <b>Student groups making AYP in each subject</b>   | 6                              | 6    | 1       |  |      |             |                 |
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>   |                                |      |         |  |      |             |                 |
| <b>Progress Report Results – 2009-10</b>   |                                |      |         | <b>Quality Review Results – 2009-10</b>                    |      |             |                 |
| <b>Overall Letter Grade:</b>   | A                              |      |         | <b>Overall Evaluation:</b>                                 | NR   |             |                 |
| <b>Overall Score:</b>  | 77.1                           |      |         | <b>Quality Statement Scores:</b>                           |      |             |                 |
| <b>Category Scores:</b>  |                                |      |         | Quality Statement 1: Gather Data                           |      |             |                 |
| School Environment:  | 9                              |      |         | Quality Statement 2: Plan and Set Goals                    |      |             |                 |
| <i>(Comprises 15% of the Overall Score)</i>  |                                |      |         | Quality Statement 3: Align Instructional Strategy to Goals |      |             |                 |
| School Performance:  | 22                             |      |         | Quality Statement 4: Align Capacity Building to Goals      |      |             |                 |
| <i>(Comprises 25% of the Overall Score)</i>  |                                |      |         | Quality Statement 5: Monitor and Revise                    |      |             |                 |
| Student Progress:  | 46.1                           |      |         |  |      |             |                 |
| <i>(Comprises 60% of the Overall Score)</i>  |                                |      |         |  |      |             |                 |
| Additional Credit:   | 0                              |      |         |  |      |             |                 |
| <b>KEY: AYP STATUS</b>   |                                |      |         | <b>KEY: QUALITY REVIEW SCORE</b>                           |      |             |                 |
| √ = Made AYP   |                                |      |         | U = Underdeveloped   |      |             |                 |
| √ <sup>SH</sup> = Made AYP Using Safe Harbor Target  |                                |      |         | UPF = Underdeveloped with Proficient Features              |      |             |                 |
| X = Did Not Make AYP   |                                |      |         | P = Proficient   |      |             |                 |
| - = Insufficient Number of Students to Determine AYP   |                                |      |         | WD = Well Developed  |      |             |                 |
|  |                                |      |         | NR = Not Reviewed  |      |             |                 |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.                                      |                                |      |         |  |      |             |                 |
| Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools. |                                |      |         |  |      |             |                 |
| ** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>     |                                |      |         |  |      |             |                 |

#### SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

In a collaborative setting, the teachers of the Scholars' Academy set benchmark assessments in each marking period and aligned them with goals in order to help determine the needs of their students, and to set action plans and next steps. The findings are listed below in the subject and grade specific Needs Assessment Templates. These templates are used school-wide. As teachers used data to identify weakness trends, studies were also conducted on variables such as race, gender, AIS involvement and attendance in our Saturday program. Teachers at the Scholars' Academy meet to analyze and reflect upon student performance trends in order to better inform lesson planning and instruction. Data analysis is done by individual, subject, cohort, and grade teams. "Mini-Data Inquiry Teams" meet monthly. The school's main Inquiry Team (Data Inquiry Team) meets more frequently, analyzing trends in macro data and generating reports to better inform teacher teams, the professional development team, cabinet, high school planning team, and school leadership team. Likewise, these teams may request data analysis support or specific information/analysis directly from the Data Inquiry Team. The analysis below was done via template. In future years, such will be done in Google.doc form for better formatting and sharing.

## English Language Arts

CEP Needs Assessment  
Subject: ELA  
Grade 6

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" data-bbox="841 457 1360 688"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>90%</td> <td>88%</td> <td>-2</td> </tr> <tr> <td>T1MP2</td> <td>88%</td> <td>92%</td> <td>+4</td> </tr> <tr> <td>T1MP3</td> <td>90%</td> <td>92%</td> <td>+2</td> </tr> <tr> <td>T2MP1</td> <td>90%</td> <td>90</td> <td>+0</td> </tr> <tr> <td>T2MP2</td> <td>93%</td> <td>93</td> <td>+0</td> </tr> <tr> <td>T2MP3</td> <td>95%</td> <td>96%</td> <td>+1</td> </tr> </tbody> </table>   | Marking Period  | Predicted          | Actual          | Net +/- Difference | T1MP1                  | 90%           | 88%             | -2     | T1MP2            | 88% | 92%             | +4               | T1MP3             | 90%  | 92%               | +2   | T2MP1 | 90%   | 90 | +0 | T2MP2 | 93% | 93 | +0 | T2MP3 | 95% | 96% | +1 |
|--|---|-----------------|--------------------|-----------------|--------------------|------------------------|---------------|-----------------|--------|------------------|-----|-----------------|------------------|-------------------|------|-------------------|------|-------|---|----|----|-------|-----|----|----|-------|-----|-----|----|
| Marking Period   | Predicted   | Actual          | Net +/- Difference |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| T1MP1  | 90%   | 88%             | -2                 |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| T1MP2  | 88%   | 92%             | +4                 |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| T1MP3  | 90%   | 92%             | +2                 |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| T2MP1  | 90%   | 90              | +0                 |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| T2MP2  | 93%   | 93              | +0                 |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| T2MP3  | 95%   | 96%             | +1                 |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p><b>2008-2009 ELA Exam Results:</b></p> <p style="text-align: center;">Performance</p> <table data-bbox="841 741 1360 804"> <tr> <td>Level 3's &amp; 4's</td> <td style="text-align: right;">100 %</td> </tr> <tr> <td>Level 4's</td> <td style="text-align: right;">44 %</td> </tr> </table> <p style="text-align: center;">Progress</p> <table data-bbox="841 825 1360 909"> <tr> <td>Mean Proficiency Level</td> <td style="text-align: right;">3.86</td> </tr> <tr> <td>1 year's growth</td> <td style="text-align: right;">68.5 %</td> </tr> <tr> <td>Mean Scale Score</td> <td style="text-align: right;">702</td> </tr> </table> <p><b>2009-2010 ACUITY Results:</b></p> <table data-bbox="841 961 1360 1045"> <tr> <td>Predictive Exam</td> <td style="text-align: right;">83 %</td> </tr> <tr> <td>Diagnostic Exam 1</td> <td style="text-align: right;">84 %</td> </tr> <tr> <td>Diagnostic Exam 2</td> <td style="text-align: right;">82 %</td> </tr> </table> | Level 3's & 4's | 100 %              | Level 4's       | 44 %               | Mean Proficiency Level | 3.86          | 1 year's growth | 68.5 % | Mean Scale Score | 702 | Predictive Exam | 83 %             | Diagnostic Exam 1 | 84 % | Diagnostic Exam 2 | 82 % |       |   |    |    |       |     |    |    |       |     |     |    |
| Level 3's & 4's  | 100 %   |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Level 4's  | 44 %  |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Mean Proficiency Level   | 3.86  |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| 1 year's growth  | 68.5 %  |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Mean Scale Score   | 702   |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Predictive Exam  | 83 %  |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Diagnostic Exam 1  | 84 %  |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Diagnostic Exam 2  | 82 %  |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| <p><b>Other Variables:</b></p> <p style="text-align: center;">Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" data-bbox="151 1161 613 1329"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>Race Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td>TBD</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td>TBD</td> <td></td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes             | No                 | Gender Analysis |                    | X                      | Race Analysis | X               |        | AIS Impact       | TBD |                 | Saturday Academy | TBD               |      | Other:            |      |       | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p>It was noted that there was a 10% difference between Hispanic and White students in Tier 4 range on the Predictive Exam. 88% of the Hispanic students scored in the Tier 4 range while 78% of the White students fell into the Tier 4 range. However, the average score of White and Hispanic students was only a 3% difference. This leads us to believe that the Hispanic students in the Tier 3 range scored significantly lower than the White students in the Tier 3 range.</p> |    |    |       |     |    |    |       |     |     |    |
| Variable:  | Yes   | No              |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Gender Analysis  |   | X               |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Race Analysis  | X   |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| AIS Impact   | TBD   |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Saturday Academy   | TBD   |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| Other:   |   |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| <p><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>  | <p style="text-align: center;"><b>Weakness trends proved evident that:</b></p> <ul style="list-style-type: none"> <li>• 57% of students struggled with identifying poetic elements, such as repetition, rhythm, and rhyming patterns in order to interpret poetry</li> <li>• 35% of students struggled with using knowledge of structure, content, and vocabulary to understand informational texts</li> <li>• 34% of students struggled with recognizing organizational formats to assist in comprehension of informational texts</li> </ul>   |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |
| <p><b>Current &amp; Ongoing Next Steps:</b></p>  | <ul style="list-style-type: none"> <li>• Ensure student groups are diverse</li> <li>• Develop specific strategies that support students as they read informational texts</li> <li>• Read a variety of genres and analyze the format of the text</li> <li>• Develop specific strategies for understanding poetry</li> </ul>  |                 |                    |                 |                    |                        |               |                 |        |                  |     |                 |                  |                   |      |                   |      |       |   |    |    |       |     |    |    |       |     |     |    |

Analysis Completed & Certified by: Kim Barget & Ann Todes Date June 15, 2010

CEP Needs Assessment  
Subject ELA  
Grade 7

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>87%</td> <td>+2</td> </tr> <tr> <td>T1MP2</td> <td>91%</td> <td>88%</td> <td>-3</td> </tr> <tr> <td>T1MP3</td> <td>92%</td> <td>88%</td> <td>-3</td> </tr> <tr> <td>T2MP1</td> <td>92%</td> <td>94%</td> <td>+2</td> </tr> <tr> <td>T2MP2</td> <td>92%</td> <td>95%</td> <td>+3</td> </tr> <tr> <td>T2MP3</td> <td>92%</td> <td>93%</td> <td>+1</td> </tr> </tbody> </table>   | Marking Period  | Predicted          | Actual          | Net +/- Difference | T1MP1                  | 85%           | 87%             | +2  | T1MP2            | 91% | 88%             | -3               | T1MP3             | 92% | 88%               | -3  | T2MP1 | 92%  | 94% | +2 | T2MP2 | 92% | 95% | +3 | T2MP3 | 92% | 93% | +1 |
|---|---|-----------------|--------------------|-----------------|--------------------|------------------------|---------------|-----------------|-----|------------------|-----|-----------------|------------------|-------------------|-----|-------------------|-----|-------|--|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period  | Predicted   | Actual          | Net +/- Difference |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP1   | 85%   | 87%             | +2                 |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP2   | 91%   | 88%             | -3                 |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP3   | 92%   | 88%             | -3                 |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| T2MP1   | 92%   | 94%             | +2                 |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| T2MP2   | 92%   | 95%             | +3                 |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| T2MP3   | 92%   | 93%             | +1                 |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
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| Level 3's & 4's   | 100%  |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Level 4's   | 32%   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Mean Proficiency Level  | 3.76%   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| 1 year's growth   | 59%   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Mean Scale Score  | 697   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Predictive Exam   | 86%   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Diagnostic Exam 1   | 85%   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Diagnostic Exam 2   | 82%   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
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| Variable:   | Yes   | No              |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Gender Analysis   |   | x               |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Race Analysis   | x   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| AIS Impact  | TBD   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Saturday Academy  | TBD   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| Other:  |   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| <p><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>   | <p style="text-align: center;">Weakness trends proved evident that:</p> <ul style="list-style-type: none"> <li>• 32% of students were deficient in recognizing how the author's use of language creates images or feelings</li> <li>• 33% of students were deficient in using knowledge of structure, content, and vocabulary and to understand informational text</li> </ul>   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |
| <p><b>Current &amp; Ongoing Next Steps:</b></p>   | <ul style="list-style-type: none"> <li>• Create differentiated learning centers where students focus on their individual needs</li> <li>• Students utilize ACUITY to practice exercises and differentiated materials based on performance</li> <li>• Develop specific strategies to support students as they analyze the language used by author's to create images and feelings</li> <li>• Read materials from multiple sources in order to improve using knowledge of structure, content, and vocabulary to understand informational text</li> <li>• Incorporate more examples of history from perspective of different cultures</li> </ul>   |                 |                    |                 |                    |                        |               |                 |     |                  |     |                 |                  |                   |     |                   |     |       |  |     |    |       |     |     |    |       |     |     |    |

CEP Needs Assessment

Subject: ELA

Grade: 8

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="751 489 1271 720"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>MP1</td> <td>85%</td> <td>86%</td> <td>+1</td> </tr> <tr> <td>MP2</td> <td>85%</td> <td>86%</td> <td>+1</td> </tr> <tr> <td>MP3</td> <td>90%</td> <td>87%</td> <td>-3</td> </tr> <tr> <td>MP1</td> <td>90%</td> <td>89%</td> <td>-1</td> </tr> <tr> <td>MP2</td> <td>90%</td> <td>87%</td> <td>-3</td> </tr> <tr> <td>MP3</td> <td>90%</td> <td>89%</td> <td>-1%</td> </tr> </tbody> </table>   | Marking Period | Predicted          | Actual          | Net +/- Difference | MP1 | 85%           | 86%       | +1 | MP2        | 85%      | 86% | +1               | MP3                    | 90% | 87%                         | -3              | MP1 | 90%  | 89%              | -1 | MP2 | 90%             | 87% | -3                | MP3 | 90%               | 89% | -1% |
|--|---|----------------|--------------------|-----------------|--------------------|-----|---------------|-----------|----|------------|----------|-----|------------------|------------------------|-----|-----------------------------|-----------------|-----|--|------------------|----|-----|-----------------|-----|-------------------|-----|-------------------|-----|-----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| MP1  | 85%   | 86%            | +1                 |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| MP2  | 85%   | 86%            | +1                 |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| MP3  | 90%   | 87%            | -3                 |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| MP1  | 90%   | 89%            | -1                 |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| MP2  | 90%   | 87%            | -3                 |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| MP3  | 90%   | 89%            | -1%                |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p>2008-2009 ELA Exam Results:</p> <table border="0" data-bbox="768 779 1255 999"> <tr> <td colspan="2" style="text-align: center;">Performance</td> <td></td> </tr> <tr> <td>Level 3's &amp; 4's</td> <td></td> <td style="text-align: right;">100%</td> </tr> <tr> <td>Level 4's</td> <td></td> <td style="text-align: right;">17%</td> </tr> <tr> <td colspan="2" style="text-align: center;">Progress</td> <td></td> </tr> <tr> <td>Mean Proficiency Level</td> <td></td> <td style="text-align: right;">3.76%</td> </tr> <tr> <td>1 year's growth</td> <td></td> <td style="text-align: right;">59%</td> </tr> <tr> <td>Mean Scale Score</td> <td></td> <td style="text-align: right;">694</td> </tr> </table> <p>2009-2010 ACUITY Results:</p> <table border="0" data-bbox="773 1077 1250 1213"> <tr> <td>Predictive Exam</td> <td style="text-align: right;">89%</td> </tr> <tr> <td>Diagnostic Exam 1</td> <td style="text-align: right;">89%</td> </tr> <tr> <td>Diagnostic Exam 2</td> <td style="text-align: right;">86%</td> </tr> </table> | Performance    |                    |                 | Level 3's & 4's    |     | 100%          | Level 4's |    | 17%        | Progress |     |                  | Mean Proficiency Level |     | 3.76%                       | 1 year's growth |     | 59%  | Mean Scale Score |    | 694 | Predictive Exam | 89% | Diagnostic Exam 1 | 89% | Diagnostic Exam 2 | 86% |     |
| Performance  |   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Level 3's & 4's  |   | 100%           |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Level 4's  |   | 17%            |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Progress   |   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Mean Proficiency Level   |   | 3.76%          |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| 1 year's growth  |   | 59%            |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Mean Scale Score   |   | 694            |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Predictive Exam  | 89%   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Diagnostic Exam 1  | 89%   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Diagnostic Exam 2  | 86%   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| <p>Other Variables:<br/>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="151 1325 613 1528"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>AIS Impact</td> <td style="text-align: center;">TBD</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td style="text-align: center;">TBD</td> <td></td> </tr> <tr> <td>Economically disadvantaged:</td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis | X                  |     | Race Analysis |           | X  | AIS Impact | TBD      |     | Saturday Academy | TBD                    |     | Economically disadvantaged: | X               |     | <p>Theory/Explanation:</p> <p>An average of 17% of eighth grade students from 2008-2009 scored a level 4 on the ELA exam. Male students averaged 11% Level 4 on the ELA exam. In eighth grade, students are beginning to mature at different rates. This will affect ability to focus and achieve high scores on standardized tests. Factors such as AIS and Saturday school may help to change some of the trends we have observed. TBD</p> |                  |    |     |                 |     |                   |     |                   |     |     |
| Variable:  | Yes   | No             |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Gender Analysis  | X   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Race Analysis  |   | X              |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| AIS Impact   | TBD   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Saturday Academy   | TBD   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| Economically disadvantaged:  | X   |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>   | <p>Weakness trends proved evident that:</p> <ul style="list-style-type: none"> <li>• 48% of students were able to determine a character's or person's motivation – based on his or her actions – inferred from text.</li> <li>• 50% of students were able to identify the author's purpose.</li> <li>• 57% of students were able to use context clues to identify the meaning of unknown words.</li> <li>• 59% of students were able to evaluate information in a text.</li> </ul>  |                |                    |                 |                    |     |               |           |    |            |          |     |                  |                        |     |                             |                 |     |  |                  |    |     |                 |     |                   |     |                   |     |     |

|                               |  |
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| Current & Ongoing Next Steps: | <ul style="list-style-type: none"> <li>Teachers will address all of the standards where student performance was weak.</li> <li>Teachers will consistently track independent reading.</li> <li>Conferencing will be especially geared towards boys and economically disadvantaged students.</li> <li>Teachers will experiment with homogenous and heterogeneous grouping in class to improve the performance of weaker students and achieve one year of ELA growth for all students.</li> </ul> |
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Analysis Completed & Certified by: Catherine Luo & Judith Mainhart Date 6.12.10

**CEP Needs Assessment**  
**Subject: ELA**  
**Grade: 9**

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>90%</td> <td>5%</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>91%</td> <td>6%</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>89%</td> <td>4%</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>91%</td> <td>6%</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>93%</td> <td>8%</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>90%</td> <td>5%</td> </tr> </tbody> </table>  | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 90%   | 5%   | T1MP2      | 85% | 91%           | 6%               | T1MP3 | 85% | 89%    | 4% | T2MP1 | 85%  | 91% | 6% | T2MP2 | 85% | 93% | 8% | T2MP3 | 85% | 90% | 5% |
|--|---|----------------|--------------------|-----------------|--------------------|-------|---------------|-------|------|------------|-----|---------------|------------------|-------|-----|--------|----|-------|--|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP1  | 85%   | 90%            | 5%                 |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP2  | 85%   | 91%            | 6%                 |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP3  | 85%   | 89%            | 4%                 |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T2MP1  | 85%   | 91%            | 6%                 |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T2MP2  | 85%   | 93%            | 8%                 |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T2MP3  | 85%   | 90%            | 5%                 |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <ul style="list-style-type: none"> <li>ACUITY</li> <li>STATE EXAMS</li> <li>PREDICTIVES</li> <li>FINALS</li> <li>MID YEAR EXAMS</li> <li>PRACTICE TESTS</li> <li>LAST YEAR'S EXAMS</li> </ul>  | <p><b>2008-2009 Regents:</b><br/> <b>Total number of students = 93</b><br/> <b>Average = 87</b><br/> <b>Median = 89</b><br/> <b>Mode = 92</b><br/> <b>Range = 34</b><br/> <b>Passing above 65% = 100%</b><br/> <b>Passing above 85% = 74%</b><br/> <b>Passing above 70% = 96%</b><br/> <b>Passing above 80% = 85%</b><br/> <b>Passing above 90% = 47%</b><br/> <b>Passing above 95% = 13%</b></p> <p><b>2010 January Midterm</b><br/> <b>January 2010 Term 1 Final</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>26.2</td> <td></td> </tr> <tr> <td>85-89</td> <td>15.9</td> </tr> <tr> <td>75-84</td> <td>21.5</td> </tr> <tr> <td>65-74</td> <td>30.8</td> </tr> <tr> <td>Below 65</td> <td>5.6</td> </tr> <tr> <td>Grade Average</td> <td>80.5</td> </tr> </table> | 26.2           |                    | 85-89           | 15.9               | 75-84 | 21.5          | 65-74 | 30.8 | Below 65   | 5.6 | Grade Average | 80.5             |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| 26.2   |   |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| 85-89  | 15.9  |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| 75-84  | 21.5  |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| 65-74  | 30.8  |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| Below 65   | 5.6   |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| Grade Average  | 80.5  |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| <p>Other Variables:<br/>           Significant Impact<br/>           is + or - 5%<br/>           standard error</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>x</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>x</td> </tr> <tr> <td>AIS Impact</td> <td>x</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>x</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis | x                  |       | Race Analysis |       | x    | AIS Impact | x   |               | Saturday Academy |       | x   | Other: |    |       | <p><b>Theory/Explanation:</b><br/>           Some of the student information may relate to students maturing at different rates. It might also be easier for some students to have an easier adjustment to taking their English and US history Regents as freshman than others. There might also be a correlation between students staying within Scholars' Academy from 6-12 and for students who are entering the school in grade 9.</p> |     |    |       |     |     |    |       |     |     |    |
| Variable:  | Yes   | No             |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| Gender Analysis  | x   |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| Race Analysis  |   | x              |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| AIS Impact   | x   |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| Saturday Academy   |   | x              |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| Other:   |   |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| <p>Conclusion of Needs Assessment &amp;<br/>           Data Analysis:</p>  | <p>Weakness trends proved evident that:</p> <ul style="list-style-type: none"> <li>Students exhibited weakness in the areas of idea development, organization, language, meaning and conventions.</li> <li>Students were not trained to think critically</li> </ul>   |                |                    |                 |                    |       |               |       |      |            |     |               |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |

|                               |   |
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| Current & Ongoing Next Steps: | <ol style="list-style-type: none"> <li>1. Intensive differentiated strategies in reading and writing.</li> <li>2. Individualized conferences and differentiated instruction provided to every student who did not make the 85%.</li> <li>3. Students exercised nominal and group thinking techniques that were designed to enrich and promote critical thinking skills.</li> <li>4. Students reviewed and drilled critical lens statements from 1998-2010 regent papers.</li> <li>5. Students were given specific strategies on how to decode and understand poetry, write unified controlling ideas, draft unified essays and critical lens essays.</li> </ol> |
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Analysis Completed & Certified by: Adnan Rahman. Date: June 10, 2010

CEP Needs Assessment  
Subject Global Studies  
Grade 10

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Marking Period</th> <th style="text-align: center;">Predicted</th> <th style="text-align: center;">Actual</th> <th style="text-align: center;">Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">T1MP1</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">+3</td> </tr> <tr> <td style="text-align: center;">T1MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td style="text-align: center;">T1MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3</td> </tr> <tr> <td style="text-align: center;">T2MP1</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td style="text-align: center;">T2MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td style="text-align: center;">T2MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">+5</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 80%           | 83%   | +3  | T1MP2      | 85% | 87%       | +2               | T1MP3 | 85%  | 88%                 | +3    | T2MP1 | 85%   | 83%    | +2  | T2MP2         | 85% | 87% | +2 | T2MP3 | 85% | 90% | +5 |
|---|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-------|-----|------------|-----|-----------|------------------|-------|------|---------------------|-------|-------|---|--------|-----|---------------|-----|-----|----|-------|-----|-----|----|
| Marking Period  | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T1MP1   | 80%  | 83%            | +3                 |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T1MP2   | 85%  | 87%            | +2                 |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T1MP3   | 85%  | 88%            | +3                 |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T2MP1   | 85%  | 83%            | +2                 |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T2MP2   | 85%  | 87%            | +2                 |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T2MP3   | 85%  | 90%            | +5                 |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>Practice Regents<br/>Thematic Essay Practice<br/>DBQ short answer problems<br/>DBQ essay<br/>June Global Regents<br/>Results of previous year's students</p>  | <p style="text-align: center;"><b>2008-2009 Global Studies Regents Results:</b><br/>Performance (percentage of students in each range)</p> <table style="width: 100%;"> <tr> <td style="width: 70%;">90-100</td> <td style="text-align: right;">51 %</td> </tr> <tr> <td>80-89</td> <td style="text-align: right;">37 %</td> </tr> <tr> <td>70-79</td> <td style="text-align: right;">7 %</td> </tr> <tr> <td>65-70</td> <td style="text-align: right;">3 %</td> </tr> <tr> <td>Below 65</td> <td style="text-align: right;">0 %</td> </tr> </table> <p style="text-align: center;"><b>January 2010 Term 1 Final</b></p> <table style="width: 100%;"> <tr> <td style="width: 70%;">Below 65%</td> <td style="text-align: right;">0%</td> </tr> <tr> <td></td> <td style="text-align: right;">7.9%</td> </tr> <tr> <td>75-84</td> <td style="text-align: right;">20.2%</td> </tr> <tr> <td>85-89</td> <td style="text-align: right;">19.1%</td> </tr> <tr> <td>90-100</td> <td style="text-align: right;">51%</td> </tr> <tr> <td>Class average</td> <td style="text-align: right;">88%</td> </tr> </table>   | 90-100         | 51 %               | 80-89           | 37 %               | 70-79 | 7 %           | 65-70 | 3 % | Below 65   | 0 % | Below 65% | 0%               |       | 7.9% | 75-84               | 20.2% | 85-89 | 19.1%   | 90-100 | 51% | Class average | 88% |     |    |       |     |     |    |
| 90-100  | 51 %   |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 80-89   | 37 %   |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 70-79   | 7 %  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 65-70   | 3 %  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Below 65  | 0 %  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Below 65%   | 0%   |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
|   | 7.9%   |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 75-84   | 20.2%  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 85-89   | 19.1%  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 90-100  | 51%  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Class average   | 88%  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| <p><b>Other Variables:</b><br/>Significant Impact is + or - 5% standard error</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Variable:</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Gender Analysis</td> <td style="text-align: center;">tbd</td> <td></td> </tr> <tr> <td style="text-align: center;">Race Analysis</td> <td style="text-align: center;">tbd</td> <td></td> </tr> <tr> <td style="text-align: center;">AIS Impact</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">Saturday Academy</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td style="text-align: center;">Other: (study hall)</td> <td></td> <td style="text-align: center;">X</td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis | tbd                |       | Race Analysis | tbd   |     | AIS Impact |     | X         | Saturday Academy | X     |      | Other: (study hall) |       | X     | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p>- The Saturday school population who attends these sessions runs the gamut from my most advanced students to those who generally perform towards the lower end on classroom assessments. The goal for these sessions is to improve at least one point overall on their essay scores. Going forward, I would like to mandate these sessions for students who are most in need of improvement and have several sessions earlier in the year. This will help formalize student thinking about these essays.</p> |        |     |               |     |     |    |       |     |     |    |
| Variable:   | Yes  | No             |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Gender Analysis   | tbd  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Race Analysis   | tbd  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| AIS Impact  |  | X              |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Saturday Academy  | X  |                |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Other: (study hall)   |  | X              |                    |                 |                    |       |               |       |     |            |     |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |

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|--|---|
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p> | <p>Weakness trends proved evident that:<br/>Students need continued focus on the writing of both thematic and DBQ essays to help organize main ideas for clarity as well as increasing the factual content of student essays. Analysis portion of thematic essay task is necessary to increase essay scores. Student focus on decision making on topics to address and the pre-writing portion of the essay. Multiple choice strategies and question approaches such as: eliminating wrong answer choices, identifying what a question is asking, placing historical events in sequence, development or a relevant vocabulary of history and geography terminology.</p> |
| <p>Current &amp; Ongoing Next Steps:</p>                   | <p>Continuation of essay assignments to be completed individually, with peer feedback, and with teacher feedback in order to improve the quality of student writing<br/>Continue efforts to relate topics in history in terms of broad themes and connect historical events to themes addressed in thematic essays<br/>Focus on multiple choice strategies, thematic essay analysis, and evaluation of documents (political cartoons, primary sources, and maps) to aide with writing the DBQ essay.<br/>- Use of movies to help emphasize seminal points in history</p>  |

Analysis Completed & Certified by: Keith T. Chobot Date June 4, 2010

CEP Needs Assessment  
Subject: AP English  
Grade: 11

| <p>Marking Period Benchmarks:</p> <p>The data analyzes the juniors' ability to write a rhetoric essay. The students come into AP English Language having taken Humanities for the two prior years. A '5' essay is considered to be a proficient, college freshman essay. These averages are based on untimed essays that are graded on College Board AP Standards.</p>  | <p>Analysis of 2009 -2010 AP Essay Scores</p> <table border="1" data-bbox="750 997 1271 1255"> <thead> <tr> <th>Marking Period</th> <th>Predicted Average (Out of 9)</th> <th>Actual Average (Out of 9)</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>3/9</td> <td>2/9</td> <td>-1</td> </tr> <tr> <td>T1MP2</td> <td>4/9</td> <td>4/9</td> <td>0</td> </tr> <tr> <td>T1MP3</td> <td>5/9</td> <td>4/9</td> <td>-1</td> </tr> <tr> <td>T2MP1</td> <td>5/9</td> <td>5/9</td> <td>0</td> </tr> <tr> <td>T2MP2</td> <td>5/9</td> <td>5/9</td> <td>0</td> </tr> <tr> <td>T2MP3</td> <td>6/9</td> <td>6/9</td> <td>0</td> </tr> </tbody> </table> | Marking Period            | Predicted Average (Out of 9) | Actual Average (Out of 9) | Net +/- Difference | T1MP1 | 3/9           | 2/9 | -1 | T1MP2      | 4/9 | 4/9 | 0                | T1MP3 | 5/9 | 4/9    | -1 | T2MP1 | 5/9  | 5/9 | 0 | T2MP2 | 5/9 | 5/9 | 0 | T2MP3 | 6/9 | 6/9 | 0 |
|---|---|---------------------------|------------------------------|---------------------------|--------------------|-------|---------------|-----|----|------------|-----|-----|------------------|-------|-----|--------|----|-------|--|-----|---|-------|-----|-----|---|-------|-----|-----|---|
| Marking Period  | Predicted Average (Out of 9)  | Actual Average (Out of 9) | Net +/- Difference           |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| T1MP1   | 3/9   | 2/9                       | -1                           |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| T1MP2   | 4/9   | 4/9                       | 0                            |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| T1MP3   | 5/9   | 4/9                       | -1                           |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| T2MP1   | 5/9   | 5/9                       | 0                            |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| T2MP2   | 5/9   | 5/9                       | 0                            |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| T2MP3   | 6/9   | 6/9                       | 0                            |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p>2009-2010 AP Midterm Results:</p> <p>Performance</p> <p>Students performing on level 5      <u>  0  </u> %<br/>Students performing on level 4      <u>  3  </u> %<br/>Students performing on level 3      <u> 22 </u> %<br/>Students performing on level 2      <u> 42 </u> %<br/>Students performing on level 1      <u> 33 </u> %</p>  |                           |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| <p>Other Variables:<br/>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="151 1696 613 1875"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td>X</td> <td></td> </tr> <tr> <td>Other:</td> <td>X</td> <td></td> </tr> </tbody> </table> | Variable:   | Yes                       | No                           | Gender Analysis           |                    | X     | Race Analysis |     | X  | AIS Impact | X   |     | Saturday Academy | X     |     | Other: | X  |       | <p>Theory/Explanation:</p> <p>For the second half of the year, I held regular AP English Language sessions after school to aid those students (29) who would be taking the exam in May. I saw positive returns from these sessions, and attendees saw their average essay scores increase by a point or more. By the end of the year, my highest performing students, who also attended all of the sessions, increased their essay scores from a range of 3-4 to a range of 7-8. Success in an accelerated course requires the student to be proactive. I attribute their success to their willingness to dedicate time outside of the classroom to their writing.</p> |     |   |       |     |     |   |       |     |     |   |
| Variable:   | Yes   | No                        |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| Gender Analysis   |   | X                         |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| Race Analysis   |   | X                         |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| AIS Impact  | X   |                           |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| Saturday Academy  | X   |                           |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| Other:  | X   |                           |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |
| <p>Conclusion of Needs Assessment &amp;</p>   | <p>Weakness trends proved evident that:</p>   |                           |                              |                           |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |   |       |     |     |   |       |     |     |   |

|                               |   |
|-------------------------------|---|
| Data Analysis:                | <p>Students need help with grammar, specifically punctuation and sentence structure.</p> <p>Students enter the AP English Language class with no experience in rhetorical analysis</p> <p>Students need to work on their organization, particularly their transition between paragraphs.</p> <p>Students need to commit to completing a good amount of work outside of the classroom.</p> |
| Current & Ongoing Next Steps: | <p>I will emphasize the importance of work done outside of the classroom.</p> <p>I will focus efforts on 'cusp' students who are close to scoring a 3 on the AP Exam</p> <p>I will start the next year with a greater focus on syntax and the importance of form existing alongside content.</p>  |

Analysis Completed & Certified by: Kevin James Wong. Date 6/10/10

## Social Studies

CEP Needs Assessment  
Subject: Social Studies  
Grade 6

| <p>Marking Period Benchmarks:</p> <p>Instruction is focused on creating effective responses based on explicit and implicit data in both informational and fictional texts.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>90%</td> <td>94%</td> <td>+4%</td> </tr> <tr> <td>T1MP2</td> <td>90%</td> <td>91%</td> <td>+1%</td> </tr> <tr> <td>T1MP3</td> <td>90%</td> <td>91%</td> <td>+1%</td> </tr> <tr> <td>T2MP1</td> <td>90%</td> <td>90%</td> <td>0</td> </tr> <tr> <td>T2MP2</td> <td>92%</td> <td>95%</td> <td>+3</td> </tr> <tr> <td>T2MP3</td> <td>93%</td> <td>94%</td> <td>+1</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 90%           | 94% | +4% | T1MP2      | 90% | 91% | +1%              | T1MP3 | 90% | 91%    | +1% | T2MP1 | 90%   | 90% | 0 | T2MP2 | 92% | 95% | +3 | T2MP3 | 93% | 94% | +1 |
|---|---|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|-----|------------|-----|-----|------------------|-------|-----|--------|-----|-------|---|-----|---|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period  | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| T1MP1   | 90%   | 94%            | +4%                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| T1MP2   | 90%   | 91%            | +1%                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| T1MP3   | 90%   | 91%            | +1%                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| T2MP1   | 90%   | 90%            | 0                  |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| T2MP2   | 92%   | 95%            | +3                 |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| T2MP3   | 93%   | 94%            | +1                 |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p>2008-2009 ELA Exam Results:</p> <p>Performance</p> <p>Level 3's &amp; 4's <u>100</u> %</p> <p>Level 4's <u>44</u> %</p> <p>Progress</p> <p>Mean Proficiency Level 3.86%</p> <p>1 year's growth 68.5%</p> <p>Mean Scale Score <u>702</u></p> <p>2009-2010 ACUITY Results:</p> <p>Predictive Exam <u>83</u> %</p> <p>Diagnostic Exam 1 <u>84</u> %</p> <p>Diagnostic Exam 2 <u>82</u> %</p>  |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| <p>Other Variables:</p> <p>Significant Impact is + or - 5% standard error</p> <table border="1"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>X</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>X</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis |                    | X     | Race Analysis |     | X   | AIS Impact |     | X   | Saturday Academy |       | X   | Other: |     |       | <p>Theory/Explanation:</p> <p>Focused instruction by using Acuity data from Predictive Exams. For example, students showed significant weakness in using informational text features.</p> |     |   |       |     |     |    |       |     |     |    |
| Variable:   | Yes   | No             |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| Gender Analysis   |   | X              |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| Race Analysis   |   | X              |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| AIS Impact  |   | X              |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| Saturday Academy  |   | X              |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |
| Other:  |   |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |   |     |   |       |     |     |    |       |     |     |    |

|   |   |
|---|---|
| Conclusion of Needs Assessment & Data Analysis: | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>Students struggle with responding to content area questions connected to Ancient World History<br/> 46% of students have difficulty with comparing and contrasting information from multiple sources<br/> 35% of students struggled with using knowledge of structure, content, and vocabulary to understand informational texts</p> |
| Current & Ongoing Next Steps:                   | <p>Administer more frequent chapter (short term) and unit exams (long term) throughout the school year<br/> Add more informational (non-fiction) texts to the syllabus<br/> Integrate current events in order to make self to history connections<br/> Develop strategies and provide graphic organizers to support students organize as they organize information from various sources</p>                     |

Analysis Completed & Certified by: Kim Barget & Ann Todes \_\_\_\_\_ Date June 10, 2010

CEP Needs Assessment  
Subject Social Studies  
Grade 7

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p> | <p style="text-align: center;">Analysis of Marking Period Benchmarks:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>88%</td> <td>+3</td> </tr> <tr> <td>T1MP2</td> <td>87%</td> <td>89%</td> <td>+2</td> </tr> <tr> <td>T1MP3</td> <td>89%</td> <td>89%</td> <td>0</td> </tr> <tr> <td>T2MP1</td> <td>92%</td> <td>91%</td> <td>-1</td> </tr> <tr> <td>T2MP2</td> <td>92%</td> <td>91%</td> <td>-1</td> </tr> <tr> <td>T2MP3</td> <td>92%</td> <td>92%</td> <td>0</td> </tr> </tbody> </table>   | Marking Period                        | Predicted          | Actual                                     | Net +/- Difference | T1MP1                                | 85% | 88%                               | +3          | T1MP2                          | 87%  | 89% | +2 | T1MP3 | 89% | 89% | 0 | T2MP1 | 92% | 91% | -1 | T2MP2 | 92% | 91% | -1 | T2MP3 | 92% | 92% | 0 |
|--|--|---------------------------------------|--------------------|--|--------------------|--------------------------------------|-----|-----------------------------------|-------------|--------------------------------|------|-----|----|-------|-----|-----|---|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|---|
| Marking Period   | Predicted  | Actual                                | Net +/- Difference |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| T1MP1  | 85%  | 88%                                   | +3                 |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| T1MP2  | 87%  | 89%                                   | +2                 |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| T1MP3  | 89%  | 89%                                   | 0                  |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| T2MP1  | 92%  | 91%                                   | -1                 |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| T2MP2  | 92%  | 91%                                   | -1                 |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| T2MP3  | 92%  | 92%                                   | 0                  |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/> STATE EXAMS<br/> PREDICTIVES<br/> FINALS<br/> MID YEAR EXAMS<br/> PRACTICE TESTS<br/> LAST YEAR'S EXAMS</p>   | <p style="text-align: center;">2008-2009 Social Studies Exam Results: 82%</p> <p>Acuity Historical Accounts and Research-Based Passages Diagnostic Exam<br/> 58% of students demonstrated difficulty making inferences using informational texts.</p> <p style="text-align: center;">Performance Summary Data:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Mean Score – Part 1 (Multiple Choice)</td> <td style="text-align: right;">82%</td> </tr> <tr> <td>Mean Score – Part 2 (Constructed Response)</td> <td style="text-align: right;">93%</td> </tr> <tr> <td>Mean Score – Part 3A (DBQ Questions)</td> <td style="text-align: right;">67%</td> </tr> <tr> <td>Mean Score – Part 3B (DBQ Essays)</td> <td style="text-align: right;">74% (3.7/5)</td> </tr> <tr> <td>Mean Scale Score (85= Level 4)</td> <td style="text-align: right;">83.4</td> </tr> </table> | Mean Score – Part 1 (Multiple Choice) | 82%                | Mean Score – Part 2 (Constructed Response) | 93%                | Mean Score – Part 3A (DBQ Questions) | 67% | Mean Score – Part 3B (DBQ Essays) | 74% (3.7/5) | Mean Scale Score (85= Level 4) | 83.4 |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| Mean Score – Part 1 (Multiple Choice)  | 82%  |                                       |                    |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| Mean Score – Part 2 (Constructed Response)   | 93%  |                                       |                    |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| Mean Score – Part 3A (DBQ Questions)   | 67%  |                                       |                    |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| Mean Score – Part 3B (DBQ Essays)  | 74% (3.7/5)  |                                       |                    |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |
| Mean Scale Score (85= Level 4)   | 83.4   |                                       |                    |  |                    |                                      |     |                                   |             |                                |      |     |    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |   |

|   |   |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
|---|---|-----|----|-----------------|---|--|---------------|--|--|------------|--|--|------------------|--|--|--------|--|--|---|
| <p style="text-align: center;">Other Variables:<br/>Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Variable:</td> <td style="width: 20%;">Yes</td> <td style="width: 20%;">No</td> </tr> <tr> <td>Gender Analysis</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td></td> </tr> <tr> <td>AIS Impact</td> <td></td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td></td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </table> | Variable:   | Yes | No | Gender Analysis | X |  | Race Analysis |  |  | AIS Impact |  |  | Saturday Academy |  |  | Other: |  |  | <p style="text-align: center;">Theory/Explanation:</p> <p>Based on class assessments and observations, we noticed that males tend to gravitate toward historical content more than females. We believe this may be due to a heavy emphasis on war, battle, and many historical figures are men.</p> |
| Variable:   | Yes   | No  |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
| Gender Analysis   | X   |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
| Race Analysis   |   |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
| AIS Impact  |   |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
| Saturday Academy  |   |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
| Other:  |   |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
| <p style="text-align: center;">Conclusion of Needs Assessment &amp;<br/>Data Analysis:</p>  | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>25% of students need review of concepts and facts from US and NY History prior to the year 1500.<br/>50% of students were deficient with topics related to the Industrial Revolution.</p>  |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |
| <p style="text-align: center;">Current &amp; Ongoing Next Steps:</p>  | <p>Focus on review at the end of the year.<br/>Revamp the curriculum map to allot more time for areas of weakness and time to remediate at the end of the year.<br/>Incorporate more historical examples and biographies of women and culturally diverse groups as we cover the content.<br/>Increase connections to the literature to reinforce the content of the material.<br/>Introduce students to the state rubric and peer edit DBQs using the state rubric.</p> |     |    |                 |   |  |               |  |  |            |  |  |                  |  |  |        |  |  |   |

Analysis Completed & Certified by: Megan Galvin & Rebecca Circo Date June 10, 2010

CEP Needs Assessment

Subject: SS

Grade: 8

| <p style="text-align: center;">Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p> | Analysis of Marking Period Benchmarks:   |                |                    |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |
|--|--|----------------|--------------------|--------|--------------------|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|---|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|----|--|--|
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Marking Period</th> <th style="width: 20%;">Predicted</th> <th style="width: 20%;">Actual</th> <th style="width: 45%;">Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>MP1</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">+1</td> </tr> <tr> <td>MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td>MP3</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">0</td> </tr> <tr> <td>MP1</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">-1</td> </tr> <tr> <td>MP2</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">-2</td> </tr> <tr> <td>MP3</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">-1</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual | Net +/- Difference | MP1 | 85% | 86% | +1 | MP2 | 85% | 87% | +2 | MP3 | 90% | 90% | 0 | MP1 | 90% | 89% | -1 | MP2 | 90% | 88% | -2 | MP3 | 90% | 89% | -1 |  |  |
| Marking Period   | Predicted  | Actual         | Net +/- Difference |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |
| MP1  | 85%  | 86%            | +1                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |
| MP2  | 85%  | 87%            | +2                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |
| MP3  | 90%  | 90%            | 0                  |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |
| MP1  | 90%  | 89%            | -1                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |
| MP2  | 90%  | 88%            | -2                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |
| MP3  | 90%  | 89%            | -1                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |     |     |     |    |     |     |     |    |  |  |

| Standardized Assessment(s) of Measure:<br><br>ACUITY<br>STATE EXAMS<br>PREDICTIVES<br>FINALS<br>MID YEAR EXAMS<br>PRACTICE TESTS<br>LAST YEAR'S EXAMS   | 2008-2009 ELA Exam Results:<br><br>Overall Performance:<br>Level 3's & 4's 100%<br>Level 4's 44%<br><br>Summary Data:<br>Mean Score – Part 1 (Multiple Choice) 82%<br>Mean Score – Part 2 (Constructed Response) 93%<br>Mean Score – Part 3A (DBQ Questions) 67%<br>Mean Score – Part 3B (DBQ Essays) 74% (3.7/5)<br>Mean Scale Score (85= Level 4) 83.4  |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
|---|---|-----|----|-----------------|---|--|---------------|---|--|------------|-----|--|------------------|-----|--|-----------------------------|-----|--|---|--|--|
| Other Variables:<br>Significant Impact<br>is + or – 5%<br>standard error<br><br><table border="1" data-bbox="152 638 613 840"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td>TBD</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td>TBD</td> <td></td> </tr> <tr> <td>Economically disadvantaged:</td> <td>N/A</td> <td></td> </tr> </tbody> </table> | Variable:   | Yes | No | Gender Analysis | X |  | Race Analysis | X |  | AIS Impact | TBD |  | Saturday Academy | TBD |  | Economically disadvantaged: | N/A |  | Theory/Explanation:<br><br><table border="1" data-bbox="646 558 1419 695"> <tr> <td>           Level 4 Race Analysis:<br/>           Asian/Pacific Islander: 57%<br/>           Black: 39%<br/>           Hispanic: 50%<br/>           White: 39%         </td> <td>           Level 4 Gender Analysis:<br/>           Female: 41%<br/>           Male: 47%         </td> </tr> </table> <p>For reasons unknown, the statistics above indicate that race and gender may have been a factor in overall student performance on the exam. This may relate to either the topics studied in grade 8 social studies. History also tends to focus more on male figures, which may explain why there are a higher percentage of male students who are a level IV.</p> | Level 4 Race Analysis:<br>Asian/Pacific Islander: 57%<br>Black: 39%<br>Hispanic: 50%<br>White: 39% | Level 4 Gender Analysis:<br>Female: 41%<br>Male: 47% |
| Variable:   | Yes   | No  |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| Gender Analysis   | X   |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| Race Analysis   | X   |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| AIS Impact  | TBD   |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| Saturday Academy  | TBD   |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| Economically disadvantaged:   | N/A   |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| Level 4 Race Analysis:<br>Asian/Pacific Islander: 57%<br>Black: 39%<br>Hispanic: 50%<br>White: 39%  | Level 4 Gender Analysis:<br>Female: 41%<br>Male: 47%  |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| Conclusion of Needs Assessment &<br>Data Analysis:  | Weakness trends proved evident that:<br>The mean score of Part 3A of the SS exam was 67%, the weakest of the sections. This is a peculiar trend, because student performance was highest on Part 2 of the exam, which is similar in format to Part 3A. Further analysis must be done to understand this trend.<br>Consistent Book 1 practice tests in the two weeks before the SS exam improved student performance by nearly 20% as shown by Cohort 8A and 8B comparisons.   |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |
| Current & Ongoing Next Steps:   | Preparation immediately before the exam is integral to Level 4 performance. 2-3 weeks before the Social Studies exam, teachers will give students at least 5 full-length, Part 1 SS practice tests. Teachers will model the difference between a vague and specific constructed response. Students will take at least five Part 2 and Part 3A practice tests. Students will practice how to plan and write a DBQ essay, stressing the importance of brainstorming, organization, citations, outside information, and analysis. Students will write at least four DBQ essays with peer and teacher feedback throughout the year. |     |    |                 |   |  |               |   |  |            |     |  |                  |     |  |                             |     |  |   |  |  |

Analysis Completed & Certified by: Catharine Luo and Judith Mainhart

Date: 6/10/10

CEP Needs Assessment  
 Subject: US History and Government  
 Grade 9

| Marking Period Benchmarks:<br><br>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments. | Analysis of Marking Period Benchmarks:<br><br><table border="1" data-bbox="753 1751 1273 1948"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>MP1</td> <td>85%</td> <td>90%</td> <td>5%</td> </tr> <tr> <td>MP2</td> <td>85%</td> <td>92%</td> <td>7%</td> </tr> <tr> <td>MP3</td> <td>85%</td> <td>91%</td> <td>6%</td> </tr> <tr> <td>MP1</td> <td>85%</td> <td>85%</td> <td>0</td> </tr> <tr> <td>MP2</td> <td>85%</td> <td>88%</td> <td>3%</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual | Net +/- Difference | MP1 | 85% | 90% | 5% | MP2 | 85% | 92% | 7% | MP3 | 85% | 91% | 6% | MP1 | 85% | 85% | 0 | MP2 | 85% | 88% | 3% |
|---|---|----------------|--------------------|--------|--------------------|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|----|-----|-----|-----|---|-----|-----|-----|----|
| Marking Period  | Predicted   | Actual         | Net +/- Difference |        |                    |     |     |     |    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |
| MP1   | 85%   | 90%            | 5%                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |
| MP2   | 85%   | 92%            | 7%                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |
| MP3   | 85%   | 91%            | 6%                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |
| MP1   | 85%   | 85%            | 0                  |        |                    |     |     |     |    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |
| MP2   | 85%   | 88%            | 3%                 |        |                    |     |     |     |    |     |     |     |    |     |     |     |    |     |     |     |   |     |     |     |    |

|  | MP3   | 85% | 86% | 1%              |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
|--|---|-----|-----|-----------------|---|--|---------------|--|---|------------|---|--|------------------|--|---|--------|--|--|------------------------------------|--|--|--|--|
| Standardized Assessment(s) of Measure:<br>ACUITY<br>STATE EXAMS<br>PREDICTIVES<br>FINALS<br>MID YEAR EXAMS<br>PRACTICE TESTS<br>LAST YEAR'S EXAMS  | <p>2008-2009 US History Regents Scores</p> <p>Total students 93<br/>Average = 92<br/>Median = 94<br/>Mode = 98<br/>Range = 24<br/>Passing above 65% = 100%<br/>Passing above 85% = 84%</p> <p>Performance</p> <p>Level 3's &amp; 4's 85%<br/>Level 4's 70%</p> <p>January 2010 Term 1 Final</p> <p>Average = 81.1<br/>Median = 82.5<br/>Mode = 75<br/>Below 65% = 11.2<br/>Above 65% = 88.8<br/>Above 85% = 43.9<br/>65-74 = 16.8<br/>75-84 = 28.0<br/>85-89 = 13.1<br/>90-100 = 30.8<br/>Above 95 = 10.3</p> |     |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| <p>Other Variables:<br/>Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>X</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes | No  | Gender Analysis | X |  | Race Analysis |  | X | AIS Impact | X |  | Saturday Academy |  | X | Other: |  |  | <p>Theory/Explanation:<br/>TBD</p> |  |  |  |  |
| Variable:  | Yes   | No  |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| Gender Analysis  | X   |     |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| Race Analysis  |   | X   |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| AIS Impact   | X   |     |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| Saturday Academy   |   | X   |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| Other:   |   |     |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| Conclusion of Needs Assessment & Data Analysis:  | Weakness trends proved evident that:  |     |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |
| Current & Ongoing Next Steps:  | Differentiated instruction to all students who score below 80%. Five students were provided FREE copies of the Princeton Review Roadmap to the Regents. Students were drilled on all past regents exams from 1998-2010. Syllabus is stratified in themes. Supreme court cases classified into categories of significance and impact. Students work individually and in groups to research and draft thematic essays that covered every theme in US History and Government.                                    |     |     |                 |   |  |               |  |   |            |   |  |                  |  |   |        |  |  |                                    |  |  |  |  |

Analysis Completed & Certified by: Adnan Rahman Date: June 10, 2010

CEP Needs Assessment  
Subject Global Studies  
Grade 10

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p style="text-align: center;">Analysis of Marking Period Benchmarks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Marking Period</th> <th style="text-align: center;">Predicted</th> <th style="text-align: center;">Actual</th> <th style="text-align: center;">Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">+3</td> </tr> <tr> <td>T1MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td>T1MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3</td> </tr> <tr> <td>T2MP1</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td>T2MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td>T2MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">+5</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 80%           | 83%   | +3    | T1MP2      | 85%   | 87%       | +2               | T1MP3 | 85%  | 88%                 | +3    | T2MP1 | 85%   | 83%    | +2  | T2MP2         | 85% | 87% | +2 | T2MP3 | 85% | 90% | +5 |
|--|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-------|-------|------------|-------|-----------|------------------|-------|------|---------------------|-------|-------|---|--------|-----|---------------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T1MP1  | 80%  | 83%            | +3                 |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T1MP2  | 85%  | 87%            | +2                 |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T1MP3  | 85%  | 88%            | +3                 |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T2MP1  | 85%  | 83%            | +2                 |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T2MP2  | 85%  | 87%            | +2                 |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| T2MP3  | 85%  | 90%            | +5                 |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <ul style="list-style-type: none"> <li>• <i>Practice Regents</i></li> <li>• <i>Thematic Essay Practice</i></li> <li>• <i>DBQ short answer problems</i></li> <li>• <i>DBQ essay</i></li> <li>• <i>June Global Regents</i></li> <li>• <i>Results of previous year's students</i></li> </ul>  | <p><b>2008-2009 Global Studies Regents Results:</b></p> <p><b>Performance (percentage of students in each range)</b></p> <table style="width: 100%;"> <tr> <td>90-100</td> <td style="text-align: right;">_51_ %</td> </tr> <tr> <td>80-89</td> <td style="text-align: right;">_37_ %</td> </tr> <tr> <td>70-79</td> <td style="text-align: right;">_7_ %</td> </tr> <tr> <td>65-70</td> <td style="text-align: right;">_3_ %</td> </tr> <tr> <td>Below 65</td> <td style="text-align: right;">_0_ %</td> </tr> </table> <p><b>January 2010 Term 1 Final</b></p> <table style="width: 100%;"> <tr> <td>Below 65%</td> <td style="text-align: right;">0%</td> </tr> <tr> <td>65-74</td> <td style="text-align: right;">7.9%</td> </tr> <tr> <td>75-84</td> <td style="text-align: right;">20.2%</td> </tr> <tr> <td>85-89</td> <td style="text-align: right;">19.1%</td> </tr> <tr> <td>90-100</td> <td style="text-align: right;">51%</td> </tr> <tr> <td>Class average</td> <td style="text-align: right;">88%</td> </tr> </table>  | 90-100         | _51_ %             | 80-89           | _37_ %             | 70-79 | _7_ %         | 65-70 | _3_ % | Below 65   | _0_ % | Below 65% | 0%               | 65-74 | 7.9% | 75-84               | 20.2% | 85-89 | 19.1%   | 90-100 | 51% | Class average | 88% |     |    |       |     |     |    |
| 90-100   | _51_ %   |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 80-89  | _37_ %   |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 70-79  | _7_ %  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 65-70  | _3_ %  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Below 65   | _0_ %  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Below 65%  | 0%   |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 65-74  | 7.9%   |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 75-84  | 20.2%  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 85-89  | 19.1%  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| 90-100   | 51%  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Class average  | 88%  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| <p>Other Variables:<br/>Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Variable:</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Saturday Academy</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Other: (study hall)</td> <td></td> <td style="text-align: center;">X</td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis | X                  |       | Race Analysis |       | X     | AIS Impact |       | X         | Saturday Academy | X     |      | Other: (study hall) |       | X     | <p><b>Theory/Explanation:</b></p> <p>- The Saturday school population who attends these sessions runs the gamut from my most advanced students to those who generally perform towards the lower end on classroom assessments. The goal for these sessions is to improve at least one point overall on their essay scores. Going forward, I would like to mandate these sessions for students who are most in need of improvement and have several sessions earlier in the year. This will help formalize student thinking about these essays.</p> |        |     |               |     |     |    |       |     |     |    |
| Variable:  | Yes  | No             |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Gender Analysis  | X  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Race Analysis  |  | X              |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| AIS Impact   |  | X              |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Saturday Academy   | X  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| Other: (study hall)  |  | X              |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>   | <p style="text-align: center;">Weakness trends proved evident that:</p> <ul style="list-style-type: none"> <li>• Students need continued focus on the writing of both thematic and DBQ essays to help organize main ideas for clarity as well as increasing the factual content of student essays.</li> <li>• Analysis portion of thematic essay task is necessary to increase essay scores. Student focus on decision making on topics to address and the pre-writing portion of the essay.</li> <li>• Multiple choice strategies and question approaches such as: eliminating wrong answer choices, identifying what a question is asking, placing historical events in sequence, development of a relevant vocabulary of history and geography terminology.</li> </ul>  |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |
| <p>Current &amp; Ongoing Next Steps:</p>   | <ul style="list-style-type: none"> <li>- Continuation of essay assignments to be completed individually, with peer feedback, and with teacher feedback in order to improve the quality of student writing</li> <li>- Continue efforts to relate topics in history in terms of broad themes and connect historical events to themes addressed in thematic essays</li> <li>- Focus on multiple choice strategies, thematic essay analysis, and evaluation of documents (political cartoons, primary sources, and maps) to aide with writing the DBQ essay. <ul style="list-style-type: none"> <li>- Use of movies to help emphasize seminal points in history</li> </ul> </li> </ul>   |                |                    |                 |                    |       |               |       |       |            |       |           |                  |       |      |                     |       |       |   |        |     |               |     |     |    |       |     |     |    |

Analysis Completed & Certified by: Keith T. Chobot. Date: June 10, 2010

Subject: AP Government

Grade: 11

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="768 262 1305 506"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>70%</td> <td>74%</td> <td>+4</td> </tr> <tr> <td>T1MP2</td> <td>75%</td> <td>77%</td> <td>+2</td> </tr> <tr> <td>T1MP3</td> <td>80%</td> <td>78%</td> <td>-2</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>80%</td> <td>-5</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>76%</td> <td>-9</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>78%</td> <td>-7</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 70%           | 74% | +4 | T1MP2      | 75% | 77% | +2         | T1MP3 | 80% | 78%               | -2 | T2MP1 | 85%   | 80% | -5 | T2MP2 | 85% | 76% | -9 | T2MP3 | 85% | 78% | -7 |
|---|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|----|------------|-----|-----|------------|-------|-----|-------------------|----|-------|---|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period  | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP1   | 70%  | 74%            | +4                 |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP2   | 75%  | 77%            | +2                 |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP3   | 80%  | 78%            | -2                 |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP1   | 85%  | 80%            | -5                 |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP2   | 85%  | 76%            | -9                 |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP3   | 85%  | 78%            | -7                 |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p>2009-2010 AP Gov Term I final Results:</p> <p>Performance</p> <p>Students performing on AP level 5 2.5_ %<br/>Students performing on AP level 4 10.3_ %<br/>Students performing on AP level 3 29.8_ %<br/>Students performing on AP level 2 36.3_ %<br/>Students performing on AP level 1 20.7_ %</p>   |                |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Other Variables:</p> <p>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="94 892 544 1077"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Study Hall</td> <td></td> <td>X</td> </tr> <tr> <td>Other: Peer tutor</td> <td></td> <td>X</td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis | X                  |       | Race Analysis | X   |    | AIS Impact | X   |     | Study Hall |       | X   | Other: Peer tutor |    | X     | <p>Theory/Explanation:</p> <p>For levels 2 and 3 there is no noticeable discrepancy. However for levels 4 and 5 the females performed at a higher level by a number 7 - 2. Despite this, when analyzing the levels 1 and 2, the females performed worse outnumbering the males 30 - 15. This could be because we have a larger % of female students in the H.S. When broken down further, 56% of the females score a 2 or below, while 44% male students scored a 2 or below. This may relate to the fact that the majority of the figures studied in this class are male, which may be more difficult for females to relate to as a subject.</p> <p>The Asian population performed higher than all of other populations by having 69% score a level 3 or higher. 40% African-Americans scored a level 3 or higher. 42% of White students scored a level 3 or higher. 50% of our Hispanic population scored a level 3 or higher. These percentages may relate to interest in participating in government or interest in political events. Students who attended AIS performed at a higher level. This is due to the fact that they received extra teacher/student time and also it is indicative of their work ethic that they would attend an academic intervention service voluntarily for an extra 2 hours a week. This dedication should serve these students well as they continue their educational career.</p> |     |    |       |     |     |    |       |     |     |    |
| Variable:   | Yes  | No             |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Gender Analysis   | X  |                |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Race Analysis   | X  |                |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| AIS Impact  | X  |                |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Study Hall  |  | X              |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Other: Peer tutor   |  | X              |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Weakness trends proved evident that:</p> <p>Analysis of context of historical data and information was a skill in need of improvement Review of American History is necessary. This hampers our students' ability to understand various government mechanisms and causes of events. Also, this takes away precious time dedicated to government and politics in order to back track and cover historical events.</p>  |                |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Find more materials to motivate students to become more engaged in the political process. Find a way for more students to attend our AIS class. This could be done by explaining to the parents in the AIS letter that the Scholars' Academy sends home to parents, that the students who have attended this AIS class have outperformed those who did not. This could be a constant point driven home to parents during home/school communications.</p>  |                |                    |                 |                    |       |               |     |    |            |     |     |            |       |     |                   |    |       |   |     |    |       |     |     |    |       |     |     |    |

Analysis Completed & Certified by: John Coscia Date 6/10/10

# Math

CEP Needs Assessment  
Subject Math  
Grade 6th

| <p>Marking Period Benchmarks:<br/>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>MP1</td> <td>90%</td> <td>87%</td> <td>-3%</td> </tr> <tr> <td>MP2</td> <td>90%</td> <td>91%</td> <td>+ 1%</td> </tr> <tr> <td>MP3</td> <td>88%</td> <td>87%</td> <td>-1%</td> </tr> <tr> <td>MP1</td> <td>90%</td> <td>88%</td> <td>-2%</td> </tr> <tr> <td>MP2</td> <td>90%</td> <td>90%</td> <td>0%</td> </tr> <tr> <td>MP3</td> <td>85%</td> <td>88%</td> <td>+3%</td> </tr> </tbody> </table> | Marking Period  | Predicted          | Actual          | Net +/- Difference | MP1                    | 90%           | 87%             | -3% | MP2             | 90% | 91%               | + 1%             | MP3               | 88% | 87%    | -1% | MP1 | 90%   | 88% | -2% | MP2 | 90% | 90% | 0% | MP3 | 85% | 88% | +3% |
|---|---|-----------------|--------------------|-----------------|--------------------|------------------------|---------------|-----------------|-----|-----------------|-----|-------------------|------------------|-------------------|-----|--------|-----|-----|---|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| Marking Period  | Predicted   | Actual          | Net +/- Difference |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| MP1   | 90%   | 87%             | -3%                |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| MP2   | 90%   | 91%             | + 1%               |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| MP3   | 88%   | 87%             | -1%                |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| MP1   | 90%   | 88%             | -2%                |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| MP2   | 90%   | 90%             | 0%                 |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| MP3   | 85%   | 88%             | +3%                |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p>2008-2009 ELA Exam Results:</p> <p>Performance</p> <table> <tr> <td>Level 3's &amp; 4's</td> <td>100%</td> </tr> <tr> <td>Level 4's</td> <td>90%</td> </tr> </table> <p>Progress</p> <table> <tr> <td>Mean Proficiency Level</td> <td>4.28</td> </tr> <tr> <td>1 year's growth</td> <td>89%</td> </tr> </table> <p>2009-2010 ACUITY Results:</p> <table> <tr> <td>Predictive Exam</td> <td>83%</td> </tr> <tr> <td>Diagnostic Exam 1</td> <td>81%</td> </tr> <tr> <td>Diagnostic Exam 2</td> <td>87%</td> </tr> </table>   | Level 3's & 4's | 100%               | Level 4's       | 90%                | Mean Proficiency Level | 4.28          | 1 year's growth | 89% | Predictive Exam | 83% | Diagnostic Exam 1 | 81%              | Diagnostic Exam 2 | 87% |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Level 3's & 4's   | 100%  |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Level 4's   | 90%   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Mean Proficiency Level  | 4.28  |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| 1 year's growth   | 89%   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Predictive Exam   | 83%   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Diagnostic Exam 1   | 81%   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Diagnostic Exam 2   | 87%   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| <p>Other Variables:<br/>Significant Impact is + or - 5% standard error</p> <table border="1"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td></td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes             | No                 | Gender Analysis | X                  |                        | Race Analysis |                 | X   | AIS Impact      | X   |                   | Saturday Academy |                   |     | Other: |     |     | <p>Theory/Explanation:</p> <p>Prior schools that students came from and the varying practices used there.</p> <p>Males performance 6% higher</p> <p>AIS has shown a positive influence depending upon the case.</p> |     |     |     |     |     |    |     |     |     |     |
| Variable:   | Yes   | No              |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Gender Analysis   | X   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Race Analysis   |   | X               |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| AIS Impact  | X   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Saturday Academy  |   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| Other:  |   |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Weakness trends proved evident that:</p> <ul style="list-style-type: none"> <li>25% of students were deficient in locating rational numbers</li> <li>25% of students were deficient in ordering rational numbers</li> <li>25% of students were deficient in evaluating a numeric expression</li> <li>30% of students were deficient in reading and identifying percentages of a whole</li> <li>30% of students were deficient in evaluating expressions and formulas using expressions</li> </ul>  |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |
| <p>Current &amp; Ongoing Next Steps:</p>  | <ul style="list-style-type: none"> <li>Create three problems of the day for each indicator</li> <li>Create a skill analysis for each indicator</li> <li>Assign a pre-assessment in September to identify the specific difficulties with each indicator</li> <li>Re-visit and revise the lesson plans created to cover each indicator</li> <li>Assign homework that develops the student's ability to identify common mistakes</li> </ul>  |                 |                    |                 |                    |                        |               |                 |     |                 |     |                   |                  |                   |     |        |     |     |   |     |     |     |     |     |    |     |     |     |     |

CEP Needs Assessment  
 Subject: Mathematics  
 Grade: 7th grade

| <p>Marking Period Benchmarks:<br/>                 Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="797 352 1317 579"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>90%</td> <td>89%</td> <td>-1</td> </tr> <tr> <td>T1MP2</td> <td>90%</td> <td>88%</td> <td>-2</td> </tr> <tr> <td>T1MP3</td> <td>90%</td> <td>88%</td> <td>-2</td> </tr> <tr> <td>T2MP1</td> <td>90%</td> <td>89%</td> <td>-1</td> </tr> <tr> <td>T2MP2</td> <td>90%</td> <td>87%</td> <td>-3</td> </tr> <tr> <td>T2MP3</td> <td>90%</td> <td>87%</td> <td>-3</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 90%           | 89% | -1 | T1MP2      | 90% | 88% | -2               | T1MP3 | 90% | 88%    | -2 | T2MP1 | 90%   | 89% | -1 | T2MP2 | 90% | 87% | -3 | T2MP3 | 90% | 87% | -3 |
|--|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|----|------------|-----|-----|------------------|-------|-----|--------|----|-------|---|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP1  | 90%  | 89%            | -1                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP2  | 90%  | 88%            | -2                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP3  | 90%  | 88%            | -2                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP1  | 90%  | 89%            | -1                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP2  | 90%  | 87%            | -3                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP3  | 90%  | 87%            | -3                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>                 STATE EXAMS<br/>                 PREDICTIVES<br/>                 FINALS<br/>                 MID YEAR EXAMS<br/>                 PRACTICE TESTS<br/>                 LAST YEAR'S EXAMS</p>   | <p>2008-2009 Math Exam Results:</p> <p>Performance</p> <p>Level 3's &amp; 4's 100%</p> <p>Level 4's 80%</p> <p>Progress</p> <p>Mean Proficiency Level 4.13%</p> <p>1 year's growth 83%</p> <p>2009-2010 ACUITY Results:</p> <p>Predictive Exam 80%</p> <p>Diagnostic Exam 1 84%</p> <p>Diagnostic Exam 2 89%</p>   |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Other Variables:</p> <p>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="107 1052 570 1226"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Race Analysis</td> <td>No</td> <td>No</td> </tr> <tr> <td>AIS Impact</td> <td>No</td> <td>No</td> </tr> <tr> <td>Saturday Academy</td> <td>No</td> <td>No</td> </tr> <tr> <td>Other:</td> <td>No</td> <td>No</td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis | Yes                | No    | Race Analysis | No  | No | AIS Impact | No  | No  | Saturday Academy | No    | No  | Other: | No | No    | <p>Theory/Explanation:</p> <p>Females seem to have less confidence in learning mathematics even our top students.<br/>                 Male students have more confidence with mathematical concepts.<br/>                 Male students seem to be more competitive compared to female students.</p> |     |    |       |     |     |    |       |     |     |    |
| Variable:  | Yes  | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Gender Analysis  | Yes  | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Race Analysis  | No   | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| AIS Impact   | No   | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Saturday Academy   | No   | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Other:   | No   | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>   | <p>Weakness trends proved evident that:</p> <p>20% of students were deficient in drawing central angles.<br/>                 28% of students were deficient in interpreting data from a graph.<br/>                 10% of students were deficient in calculating range from a given data.<br/>                 15% of students were deficient in scientific notation.</p>  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Current &amp; Ongoing Next Steps:</p>   | <p>create more problems of the day for each indicator<br/>                 create video libraries for each indicator<br/>                 create edline quizzes for each indicator<br/>                 revisit and revise the lesson plans created to cover each indicator</p>  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |

CEP Needs Assessment  
Subject Math-Integrated Algebra  
Grade 8

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/-Difference</th> </tr> </thead> <tbody> <tr> <td>MP1</td> <td>85%</td> <td></td> <td>89%+4%</td> </tr> <tr> <td>MP2</td> <td>85%</td> <td></td> <td>90% +5%</td> </tr> <tr> <td>MP3</td> <td>85%</td> <td></td> <td>89% +4%</td> </tr> <tr> <td>MP1</td> <td>85%</td> <td></td> <td>90% +5%</td> </tr> <tr> <td>MP2</td> <td>85%</td> <td></td> <td>88% +3%</td> </tr> <tr> <td>MP3</td> <td>85%</td> <td></td> <td>87% +3%</td> </tr> </tbody> </table>   | Marking Period                                 | Predicted         | Actual          | Net +/-Difference | MP1             | 85%  |          | 89%+4%        | MP2                    | 85%  |                 | 90% +5% | MP3                         | 85%              |                                      | 89% +4% | MP1               | 85%  |  | 90% +5%  | MP2 | 85% |  | 88% +3% | MP3 | 85% |  | 87% +3% |
|--|---|--|-------------------|-----------------|-------------------|-----------------|------|----------|---------------|------------------------|------|-----------------|---------|-----------------------------|------------------|--------------------------------------|---------|-------------------|------|--|--|-----|-----|--|---------|-----|-----|--|---------|
| Marking Period   | Predicted   | Actual   | Net +/-Difference |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| MP1  | 85%   |  | 89%+4%            |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| MP2  | 85%   |  | 90% +5%           |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| MP3  | 85%   |  | 89% +4%           |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| MP1  | 85%   |  | 90% +5%           |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| MP2  | 85%   |  | 88% +3%           |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| MP3  | 85%   |  | 87% +3%           |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p>2008-2009 Math Exam Results:</p> <table border="1"> <thead> <tr> <th colspan="2">Performance</th> </tr> </thead> <tbody> <tr> <td>Level 3's &amp; 4's</td> <td>100 %</td> </tr> <tr> <td>Level 4's</td> <td>89 %</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th colspan="2">Progress</th> </tr> </thead> <tbody> <tr> <td>Mean Proficiency Level</td> <td>4.24</td> </tr> <tr> <td>1 year's growth</td> <td>85 %</td> </tr> </tbody> </table><br><p>2009-2010 ACUITY Results:</p> <table border="1"> <tbody> <tr> <td>Predictive Exam – 8th grade</td> <td>79 %</td> </tr> <tr> <td>Predictive Exam – Integrated Algebra</td> <td>74 %</td> </tr> <tr> <td>Diagnostic Exam 1</td> <td>65 %</td> </tr> </tbody> </table> | Performance                                    |                   | Level 3's & 4's | 100 %             | Level 4's       | 89 % | Progress |               | Mean Proficiency Level | 4.24 | 1 year's growth | 85 %    | Predictive Exam – 8th grade | 79 %             | Predictive Exam – Integrated Algebra | 74 %    | Diagnostic Exam 1 | 65 % |  |  |     |     |  |         |     |     |  |         |
| Performance  |   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Level 3's & 4's  | 100 %   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Level 4's  | 89 %  |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Progress   |   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Mean Proficiency Level   | 4.24  |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| 1 year's growth  | 85 %  |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Predictive Exam – 8th grade  | 79 %  |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Predictive Exam – Integrated Algebra   | 74 %  |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Diagnostic Exam 1  | 65 %  |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
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| Variable:  |   | Significant Impact is + or - 5% standard error |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
|  | Yes   | No   |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Gender Analysis  |   | x  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Race Analysis  | x   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| AIS Impact   |   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Saturday Academy   |   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| Other:   |   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>   | <p>Weakness trends proved evident that:</p> <p>30% of students were deficient in operations with polynomials<br/>35% of students were deficient in factoring polynomials that have a GCF<br/>30% of students were deficient in translating a verbal sentence into algebraic inequalities<br/>50% of students were deficient in converting units of measurement<br/>60% of students were deficient in finding the percent of change<br/>30% of students were deficient in calculating in scientific notation</p>   |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |
| <p>Current &amp; Ongoing Next Steps:</p>   | <p>Create three problems of the day for each indicator<br/>Re-visit and revise the lesson plans created to cover each indicator<br/>Include in assignments problems that develop students' ability to identify common mistakes<br/>Identify different approaches to checking work for these specific indicators.</p>  |  |                   |                 |                   |                 |      |          |               |                        |      |                 |         |                             |                  |                                      |         |                   |      |  |  |     |     |  |         |     |     |  |         |

CEP Needs Assessment  
Subject: Geometry  
Grade: 9

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" data-bbox="799 474 1318 705"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>86%</td> <td>+ 1</td> </tr> <tr> <td>T1MP2</td> <td>80%</td> <td>82%</td> <td>+ 2</td> </tr> <tr> <td>T1MP3</td> <td>80%</td> <td>82%</td> <td>+ 2</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>83%</td> <td>- 2</td> </tr> <tr> <td>T2MP2</td> <td>80%</td> <td>79%</td> <td>- 1</td> </tr> <tr> <td>T2MP3</td> <td>80%</td> <td>81%</td> <td>+1</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 86% | + 1 | T1MP2      | 80% | 82% | + 2              | T1MP3 | 80% | 82%    | + 2 | T2MP1 | 85%  | 83% | - 2 | T2MP2 | 80% | 79% | - 1 | T2MP3 | 80% | 81% | +1 |
|--|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|-----|------------|-----|-----|------------------|-------|-----|--------|-----|-------|--|-----|-----|-------|-----|-----|-----|-------|-----|-----|----|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| T1MP1  | 85%  | 86%            | + 1                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| T1MP2  | 80%  | 82%            | + 2                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| T1MP3  | 80%  | 82%            | + 2                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| T2MP1  | 85%  | 83%            | - 2                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| T2MP2  | 80%  | 79%            | - 1                |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| T2MP3  | 80%  | 81%            | +1                 |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p>2008-2009 Regents:<br/>90-100 8.1%<br/>85-89 18.9 %<br/>75-84 40.5 %<br/>65-74 21.6 %<br/>Below 65 10.8 %<br/>Grade Average 77.5</p> <p>2010 January Midterm<br/>January 2010 Term 1 Final<br/>90-100 21.4 %<br/>85-89 26.2 %<br/>75-84 40.5 %<br/>65-74 9.5 %<br/>Below 65 2.3%<br/>Grade Average 83.4</p> <p>:</p>  |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| <p><b>Other Variables:</b></p> <p>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="149 1354 613 1528"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>n/a</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td>n/a</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td>X</td> <td></td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis | n/a                |       | Race Analysis | n/a |     | AIS Impact | X   |     | Saturday Academy | X     |     | Other: |     |       | <p><b>Theory/Explanation:</b></p> <p>AIS impacted student progress due to more one-on-one conferencing and individualized attention.</p> <p>60% of students showed an improvement in multiple choice and short-answer response (definitions, vocabulary, formulas)</p> |     |     |       |     |     |     |       |     |     |    |
| Variable:  | Yes  | No             |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| Gender Analysis  | n/a  |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| Race Analysis  | n/a  |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| AIS Impact   | X  |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| Saturday Academy   | X  |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| Other:   |  |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| <p><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>  | <p>Weakness trends proved evident that: students struggled with reasoning and proofs</p>   |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |
| <p><b>Current &amp; Ongoing Next Steps:</b></p>  | <p>differentiated instruction<br/>individualized conferencing<br/>test prep<br/>proof/reasoning: brainstorm and list necessary theorems/facts, write each theorem/fact in "statement-reason" form, organize "statements-reasons" in a logical sequence</p>   |                |                    |                 |                    |       |               |     |     |            |     |     |                  |       |     |        |     |       |  |     |     |       |     |     |     |       |     |     |    |

CEP Needs Assessment  
Subject: Algebra II/Trigonometry  
Grade: 10

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p style="text-align: center;">Analysis of Marking Period Benchmarks:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>80%</td> <td>81%</td> <td>+1</td> </tr> <tr> <td>T1MP2</td> <td>80%</td> <td>82%</td> <td>+2</td> </tr> <tr> <td>T1MP3<br/>*midterm</td> <td>80%</td> <td>81%</td> <td>+1</td> </tr> <tr> <td>T2MP1</td> <td>80%</td> <td>72%</td> <td>-8</td> </tr> <tr> <td>T2MP2<br/>*practice regents</td> <td>85%</td> <td>79%</td> <td>-6</td> </tr> <tr> <td>T2MP3<br/>*regents</td> <td>85%</td> <td>81%</td> <td>-4</td> </tr> </tbody> </table>   | Marking Period | Predicted            | Actual          | Net +/- Difference | T1MP1                     | 80%           | 81% | +1    | T1MP2      | 80%   | 82% | +2               | T1MP3<br>*midterm | 80% | 81%    | +1    | T2MP1 | 80%  | 72%      | -8 | T2MP2<br>*practice regents | 85%           | 79% | -6    | T2MP3<br>*regents | 85% | 81% | -4 |
|---|--|----------------|----------------------|-----------------|--------------------|---------------------------|---------------|-----|-------|------------|-------|-----|------------------|-------------------|-----|--------|-------|-------|--|----------|----|----------------------------|---------------|-----|-------|-------------------|-----|-----|----|
| Marking Period  | Predicted  | Actual         | Net +/- Difference   |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| T1MP1   | 80%  | 81%            | +1                   |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| T1MP2   | 80%  | 82%            | +2                   |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| T1MP3<br>*midterm   | 80%  | 81%            | +1                   |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| T2MP1   | 80%  | 72%            | -8                   |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| T2MP2<br>*practice regents  | 85%  | 79%            | -6                   |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| T2MP3<br>*regents   | 85%  | 81%            | -4                   |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">2010 January Midterm</td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">January 2010 Term 1 Final</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">30.8%</td> <td></td> </tr> <tr> <td style="text-align: center;">85-89</td> <td></td> <td style="text-align: right;">13.2%</td> </tr> <tr> <td style="text-align: center;">75-84</td> <td></td> <td style="text-align: right;">32.3%</td> </tr> <tr> <td style="text-align: center;">65-74</td> <td></td> <td style="text-align: right;">14.7%</td> </tr> <tr> <td style="text-align: center;">Below 65</td> <td></td> <td style="text-align: right;">10.2%</td> </tr> <tr> <td style="text-align: center;">Grade Average</td> <td></td> <td style="text-align: right;">80.2%</td> </tr> </table> |                | 2010 January Midterm |                 |                    | January 2010 Term 1 Final |               |     | 30.8% |            | 85-89 |     | 13.2%            | 75-84             |     | 32.3%  | 65-74 |       | 14.7%  | Below 65 |    | 10.2%                      | Grade Average |     | 80.2% |                   |     |     |    |
|   | 2010 January Midterm   |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
|   | January 2010 Term 1 Final  |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
|   | 30.8%  |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| 85-89   |  | 13.2%          |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| 75-84   |  | 32.3%          |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| 65-74   |  | 14.7%          |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| Below 65  |  | 10.2%          |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| Grade Average   |  | 80.2%          |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| <p>Other Variables:</p> <p style="text-align: center;">Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Variable:</th> <th style="width: 20%;">Yes</th> <th style="width: 20%;">No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Race Analysis</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:  | Yes            | No                   | Gender Analysis |                    | X                         | Race Analysis | X   |       | AIS Impact | X     |     | Saturday Academy |                   | X   | Other: |       |       | <p style="text-align: center;">Theory/Explanation:</p> <p>Students' race had a significant impact due to their work ethic and study habits. AIS impacted student achievement due to more one-on-one conferencing and more time to practice new and old topics.</p> |          |    |                            |               |     |       |                   |     |     |    |
| Variable:   | Yes  | No             |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| Gender Analysis   |  | X              |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| Race Analysis   | X  |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| AIS Impact  | X  |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| Saturday Academy  |  | X              |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| Other:  |  |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>Students struggled with the introduction to trigonometry; Pythagorean identities, proving identities, inverse trigonometry</p>  |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Will continue to give frequent quizzes to assure students have reviewed notes nightly and have full understanding of identities<br/>The students will continue to attend AIS and receive one-on-one conferencing with teacher</p>   |                |                      |                 |                    |                           |               |     |       |            |       |     |                  |                   |     |        |       |       |  |          |    |                            |               |     |       |                   |     |     |    |

CEP Needs Assessment  
Subject: Pre-Calculus  
Grade: 11th

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>75%</td> <td>88%</td> <td>+13</td> </tr> <tr> <td>T1MP2</td> <td>80%</td> <td>78%</td> <td>-2</td> </tr> <tr> <td>T1MP3</td> <td>80%</td> <td>77%</td> <td>-3</td> </tr> <tr> <td>T2MP1</td> <td>75%</td> <td>85%</td> <td>+10</td> </tr> <tr> <td>T2MP2</td> <td>80%</td> <td>77%</td> <td>-3</td> </tr> <tr> <td>T2MP3</td> <td>80%</td> <td>78%</td> <td>-2</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 75%           | 88%      | +13 | T1MP2         | 80% | 78% | -2               | T1MP3 | 80% | 77%    | -3 | T2MP1 | 75%  | 85% | +10 | T2MP2 | 80% | 77% | -3 | T2MP3 | 80% | 78% | -2 |
|--|---|----------------|--------------------|-----------------|--------------------|-------|---------------|----------|-----|---------------|-----|-----|------------------|-------|-----|--------|----|-------|--|-----|-----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| T1MP1  | 75%   | 88%            | +13                |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| T1MP2  | 80%   | 78%            | -2                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| T1MP3  | 80%   | 77%            | -3                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| T2MP1  | 75%   | 85%            | +10                |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| T2MP2  | 80%   | 77%            | -3                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| T2MP3  | 80%   | 78%            | -2                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p style="text-align: center;">2010 January Midterm<br/>January 2010 Term 1 Final<br/>9%</p> <table style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>85-89</td> <td>4%</td> </tr> <tr> <td>75-84</td> <td>57%</td> </tr> <tr> <td>65-74</td> <td>26%</td> </tr> <tr> <td>Below 65</td> <td>4%</td> </tr> <tr> <td>Grade Average</td> <td>77%</td> </tr> </tbody> </table>   | 85-89          | 4%                 | 75-84           | 57%                | 65-74 | 26%           | Below 65 | 4%  | Grade Average | 77% |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| 85-89  | 4%  |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| 75-84  | 57%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| 65-74  | 26%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| Below 65   | 4%  |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| Grade Average  | 77%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| <p><b>Other Variables:</b><br/>Significant Impact is + or - 5% standard error</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>X</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis |                    | X     | Race Analysis |          | X   | AIS Impact    | X   |     | Saturday Academy |       | X   | Other: |    |       | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p>The students' gender and race did not have a significant impact on their overall averages. However the students' work ethic and study habits did impact their averages. AIS and additional extra help opportunities also allowed the students to perform better. They were able to receive more one-on-one conferencing and time to discuss old and new topics.</p> |     |     |       |     |     |    |       |     |     |    |
| Variable:  | Yes   | No             |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| Gender Analysis  |   | X              |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| Race Analysis  |   | X              |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| AIS Impact   | X   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| Saturday Academy   |   | X              |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| Other:   |   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| <p><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>  | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>The students' foundational algebra skills tended to be weak and held them back from being successful in the more elaborate and challenging Pre-Calculus topics.</p>  |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |
| <p><b>Current &amp; Ongoing Next Steps:</b></p>  | <p>We will continue to emphasize preliminary algebra skills and make this our focus for Term 1.<br/>The students will also continue to peer-tutor one another in and out of class, as well as attend AIS.</p>   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |    |       |     |     |    |

Analysis Completed & Certified by: Michelle Grieco. Date: June 10, 2010

CEP Needs Assessment  
 Subject: AP Calculus AB  
 Grade: 11th

| <p style="text-align: center;"><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Marking Period</th> <th style="padding: 2px;">Predicted</th> <th style="padding: 2px;">Actual</th> <th style="padding: 2px;">Net +/- Difference</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">T1MP1</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">91%</td><td style="padding: 2px;">+11</td></tr> <tr><td style="padding: 2px;">T1MP2</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">84%</td><td style="padding: 2px;">+4</td></tr> <tr><td style="padding: 2px;">T1MP3</td><td style="padding: 2px;">85%</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">-5</td></tr> <tr><td style="padding: 2px;">T2MP1</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">81%</td><td style="padding: 2px;">+1</td></tr> <tr><td style="padding: 2px;">T2MP2</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">83%</td><td style="padding: 2px;">+3</td></tr> <tr><td style="padding: 2px;">T2MP3</td><td style="padding: 2px;">85%</td><td style="padding: 2px;">82%</td><td style="padding: 2px;">-3</td></tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 80%           | 91%      | +11 | T1MP2         | 80% | 84% | +4               | T1MP3 | 85% | 80%    | -5 | T2MP1 | 80%   | 81% | +1 | T2MP2 | 80% | 83% | +3 | T2MP3 | 85% | 82% | -3 |
|--|---|----------------|--------------------|-----------------|--------------------|-------|---------------|----------|-----|---------------|-----|-----|------------------|-------|-----|--------|----|-------|---|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP1  | 80%   | 91%            | +11                |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP2  | 80%   | 84%            | +4                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T1MP3  | 85%   | 80%            | -5                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP1  | 80%   | 81%            | +1                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP2  | 80%   | 83%            | +3                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| T2MP3  | 85%   | 82%            | -3                 |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>         STATE EXAMS<br/>         PREDICTIVES<br/>         FINALS<br/>         MID YEAR EXAMS<br/>         PRACTICE TESTS<br/>         LAST YEAR'S EXAMS</p>   | <p style="text-align: center;">2010 January Midterm<br/>         January 2010 Term 1 Final<br/>         27%</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 2px;">85-89</td> <td style="padding: 2px;">21%</td> </tr> <tr> <td style="padding: 2px;">75-84</td> <td style="padding: 2px;">25%</td> </tr> <tr> <td style="padding: 2px;">65-74</td> <td style="padding: 2px;">13%</td> </tr> <tr> <td style="padding: 2px;">Below 65</td> <td style="padding: 2px;">13%</td> </tr> <tr> <td style="padding: 2px;">Grade Average</td> <td style="padding: 2px;">80%</td> </tr> </table>   | 85-89          | 21%                | 75-84           | 25%                | 65-74 | 13%           | Below 65 | 13% | Grade Average | 80% |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| 85-89  | 21%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| 75-84  | 25%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| 65-74  | 13%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Below 65   | 13%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Grade Average  | 80%   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p style="text-align: center;"><b>Other Variables:</b><br/>         Significant Impact<br/>         is + or - 5%<br/>         standard error</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Variable:</th> <th style="padding: 2px;">Yes</th> <th style="padding: 2px;">No</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">Gender Analysis</td><td style="padding: 2px;"></td><td style="padding: 2px;">X</td></tr> <tr><td style="padding: 2px;">Race Analysis</td><td style="padding: 2px;"></td><td style="padding: 2px;">X</td></tr> <tr><td style="padding: 2px;">AIS Impact</td><td style="padding: 2px;">X</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">Saturday Academy</td><td style="padding: 2px;">X</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">Other:</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis |                    | X     | Race Analysis |          | X   | AIS Impact    | X   |     | Saturday Academy | X     |     | Other: |    |       | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p>The students' gender and race did not have a significant impact on their overall averages. However the students' work ethic and study habits did impact their averages. AIS, Saturday Academy, and additional extra help opportunities also allowed the students to perform better. They were able to receive more one-on-one conferencing, AP exam preparation, and time to discuss old and new topics.</p> |     |    |       |     |     |    |       |     |     |    |
| Variable:  | Yes   | No             |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Gender Analysis  |   | X              |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Race Analysis  |   | X              |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| AIS Impact   | X   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Saturday Academy   | X   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Other:   |   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p style="text-align: center;"><b>Conclusion of Needs Assessment &amp;<br/>         Data Analysis:</b></p>   | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>The students' foundational algebra skills tended to be weak and held them back from being successful in the more challenging AP Calculus topics. Another weakness noted was their ability to apply and comprehend abstract AP Calculus concepts.</p>   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p style="text-align: center;"><b>Current &amp; Ongoing Next Steps:</b></p>  | <p>We will continue to emphasize algebra skills and make this our focus for MP 1 Term 1.</p> <p>The students will also continue to peer-tutor one another in and out of class, as well as attend AIS, and hopefully Saturday Academy sessions will continue to be offered.</p> <p>A more rapid pace will be put in place to enable a longer period of AP test preparation during class time. We need to have a more in-depth look and discussion about how to "attack" AP exam questions. The AP exam questions are abstract in nature which requires a level of Calculus understanding that takes much time and practice to perfect.</p>   |                |                    |                 |                    |       |               |          |     |               |     |     |                  |       |     |        |    |       |   |     |    |       |     |     |    |       |     |     |    |

## Science

CEP Needs Assessment  
Subject: Science  
Grade 6

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="787 661 1307 898"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>75%</td> <td>77%</td> <td>+ 2</td> </tr> <tr> <td>T1MP2</td> <td>80%</td> <td>83%</td> <td>+3</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>85%</td> <td>0</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>84%</td> <td>-1</td> </tr> <tr> <td>T2MP2</td> <td>87%</td> <td>87%</td> <td>0</td> </tr> <tr> <td>T2MP3</td> <td>87%</td> <td>89%</td> <td>+2</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1     | 75%           | 77%        | + 2 | T1MP2      | 80% | 83% | +3               | T1MP3 | 85% | 85%    | 0 | T2MP1 | 85%   | 84% | -1 | T2MP2 | 87% | 87% | 0 | T2MP3 | 87% | 89% | +2 |
|---|---|----------------|--------------------|-----------------|--------------------|-----------|---------------|------------|-----|------------|-----|-----|------------------|-------|-----|--------|---|-------|---|-----|----|-------|-----|-----|---|-------|-----|-----|----|
| Marking Period  | Predicted   | Actual         | Net +/- Difference |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| T1MP1   | 75%   | 77%            | + 2                |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| T1MP2   | 80%   | 83%            | +3                 |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| T1MP3   | 85%   | 85%            | 0                  |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| T2MP1   | 85%   | 84%            | -1                 |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| T2MP2   | 87%   | 87%            | 0                  |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| T2MP3   | 87%   | 89%            | +2                 |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>DIAGNOSTIC TEST<br/>CHAPTER EXAMS<br/>MIDTERM<br/>PRACTICE TESTS<br/>FINAL UNIT EXAM</p>   | <p>Midterm Exam Results:</p> <p>Grade Performance by Range</p> <table data-bbox="836 1018 1258 1129"> <tbody> <tr> <td>90 – 100 %</td> <td>45 %</td> </tr> <tr> <td>80 – 89 %</td> <td>38 %</td> </tr> <tr> <td>70 – 79 %</td> <td>12 %</td> </tr> <tr> <td>Below 70 %</td> <td>5 %</td> </tr> </tbody> </table>  | 90 – 100 %     | 45 %               | 80 – 89 %       | 38 %               | 70 – 79 % | 12 %          | Below 70 % | 5 % |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| 90 – 100 %  | 45 %  |                |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| 80 – 89 %   | 38 %  |                |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| 70 – 79 %   | 12 %  |                |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| Below 70 %  | 5 %   |                |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| <p>Other Variables:</p> <p>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="154 1270 613 1449"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>X</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>X</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis |                    | X         | Race Analysis |            | X   | AIS Impact |     | X   | Saturday Academy |       | X   | Other: |   |       | <p>Theory/Explanation:</p> <p>Student performance on the diagnostic test was accurately predicted as it contained a combination of questions from 4th and 8th grade NY State exams.</p> <p>Exam questions were consistent in level of difficulty throughout the year, though topics may have varied in difficulty resulting in the initial increase then decrease in predicted results.</p> <p>In addition, expectations with regard to exam performance increased as the year progressed and students were given strategies to cope with specific needs.</p> |     |    |       |     |     |   |       |     |     |    |
| Variable:   | Yes   | No             |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| Gender Analysis   |   | X              |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| Race Analysis   |   | X              |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| AIS Impact  |   | X              |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| Saturday Academy  |   | X              |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| Other:  |   |                |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Weakness trends proved evident that:</p> <p>45% of students were deficient in identifying independent variables, dependent variables, and constants in a simple controlled experiment (S2.2d)</p> <p>37 % of students had difficulty using and interpreting graphs and data tables</p>   |                |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Build upon each step of the scientific method to establish an understanding of each component of a scientific investigation and how they relate to one another.</p> <p>Develop specific strategies that support students with identifying variables and analyzing data trends.</p>   |                |                    |                 |                    |           |               |            |     |            |     |     |                  |       |     |        |   |       |   |     |    |       |     |     |   |       |     |     |    |

CEP Needs Assessment  
Subject: Living Environment  
Grade 7

| <p style="text-align: center;"><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: center;">Marking Period</th> <th style="text-align: center;">Predicted</th> <th style="text-align: center;">Actual</th> <th style="text-align: center;">Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">T1MP1</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">+1</td> </tr> <tr> <td style="text-align: center;">T1MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">-5</td> </tr> <tr> <td style="text-align: center;">T1MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">-3</td> </tr> <tr> <td style="text-align: center;">T2MP1</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">+2</td> </tr> <tr> <td style="text-align: center;">T2MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3</td> </tr> <tr> <td style="text-align: center;">T2MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 86%      | +1   | T1MP2         | 85% | 80% | -5               | T1MP3 | 85% | 82%        | -3 | T2MP1 | 85%           | 87% | +2 | T2MP2  | 85% | 88% | +3 | T2MP3 | 85% | 88% | +3 |
|---|--|----------------|--------------------|-----------------|--------------------|-------|---------------|----------|------|---------------|-----|-----|------------------|-------|-----|------------|----|-------|---------------|-----|----|--|-----|-----|----|-------|-----|-----|----|
| Marking Period  | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| T1MP1   | 85%  | 86%            | +1                 |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| T1MP2   | 85%  | 80%            | -5                 |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| T1MP3   | 85%  | 82%            | -3                 |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| T2MP1   | 85%  | 87%            | +2                 |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| T2MP2   | 85%  | 88%            | +3                 |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| T2MP3   | 85%  | 88%            | +3                 |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p style="text-align: center;"><b>2008-2009 Living Environment Regents:</b></p> <p style="text-align: center;">June 2010 Practice Regents Average: 86.6%</p> <p style="text-align: center;">2010 January Midterm</p> <p style="text-align: center;">January 2010 Term 1 Final<br/>12.8%</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 60%;">85-89</td> <td style="text-align: right;">15.56%</td> </tr> <tr> <td>75-84</td> <td style="text-align: right;">34.35%</td> </tr> <tr> <td>65-74</td> <td style="text-align: right;">34.5%</td> </tr> <tr> <td>Below 65</td> <td style="text-align: right;">5.4%</td> </tr> <tr> <td>Grade Average</td> <td style="text-align: right;">79%</td> </tr> </table>  | 85-89          | 15.56%             | 75-84           | 34.35%             | 65-74 | 34.5%         | Below 65 | 5.4% | Grade Average | 79% |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| 85-89   | 15.56%   |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| 75-84   | 34.35%   |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| 65-74   | 34.5%  |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| Below 65  | 5.4%   |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| Grade Average   | 79%  |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| <p style="text-align: center;"><b>Other Variables:</b></p> <p style="text-align: center;">Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="text-align: left;">Variable:</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td style="text-align: center;"></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Race Analysis</td> <td style="text-align: center;"></td> <td style="text-align: center;">X</td> </tr> <tr> <td>AIS Impact</td> <td style="text-align: center;">X</td> <td style="text-align: center;"></td> </tr> <tr> <td>Saturday Academy</td> <td style="text-align: center;">X</td> <td style="text-align: center;"></td> </tr> <tr> <td>Lunch Help</td> <td style="text-align: center;">X</td> <td style="text-align: center;"></td> </tr> <tr> <td>Peer Tutoring</td> <td style="text-align: center;">X</td> <td style="text-align: center;"></td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis |                    | X     | Race Analysis |          | X    | AIS Impact    | X   |     | Saturday Academy | X     |     | Lunch Help | X  |       | Peer Tutoring | X   |    | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p style="text-align: center;">TBD</p> |     |     |    |       |     |     |    |
| Variable:   | Yes  | No             |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| Gender Analysis   |  | X              |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| Race Analysis   |  | X              |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| AIS Impact  | X  |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| Saturday Academy  | X  |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| Lunch Help  | X  |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| Peer Tutoring   | X  |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |
| <p style="text-align: center;"><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>   | <p style="text-align: center;"><b>Weakness trends proved evident that:</b></p> <p>LE Major Understandings:<br/>62% of students struggled with: If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis. (Extended Response Question)<br/>43% of students struggled with: Receptor molecules play a role in the interactions between cells. Two primary agents of communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected (Multiple Choice Question).<br/>24% of students struggled with an Extended Response Question from 1.1h.</p>   |                |                    |                 |                    |       |               |          |      |               |     |     |                  |       |     |            |    |       |               |     |    |  |     |     |    |       |     |     |    |

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| Current & Ongoing Next Steps: | Adequate time should be spent on the following major understandings by using various instructional tools to meeting all students learning styles.<br>Higher order thinking questions will be raised to provide a deeper understanding of the material. |

Analysis Completed & Certified by: Kisti Pepe & Tara Scannell

Date: 6.10.10

CEP Needs Assessment  
Subject: Science  
Grade: 8

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>85%</td> <td>0%</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>85%</td> <td>0%</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>82%</td> <td>-3%</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>85%</td> <td>0%</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>87%</td> <td>+2%</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>87%</td> <td>+2%</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 85% | 0% | T1MP2      | 85% | 85% | 0%               | T1MP3 | 85% | 82%    | -3% | T2MP1 | 85%  | 85% | 0% | T2MP2 | 85% | 87% | +2% | T2MP3 | 85% | 87% | +2% |
|---|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|----|------------|-----|-----|------------------|-------|-----|--------|-----|-------|--|-----|----|-------|-----|-----|-----|-------|-----|-----|-----|
| Marking Period  | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| T1MP1   | 85%  | 85%            | 0%                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| T1MP2   | 85%  | 85%            | 0%                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| T1MP3   | 85%  | 82%            | -3%                |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
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| T2MP3   | 85%  | 87%            | +2%                |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p style="text-align: center;"><b>2008-2009 Earth Science Regents:</b><br/>95 and above: 13.9%<br/>90 and above: 41.7%<br/>85 and above: 67.2%<br/>65 and above: 100%</p> <p style="text-align: center;"><b>2010 January Midterm</b><br/>January 2010 Term 1 Final<br/>90-100: 40.3%<br/>85-89: 17.1%<br/>75-84: 27.6%<br/>65-74: 11.7%<br/>Below 65: 3.3%<br/>Grade Average: 85.2%</p>  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| <p><b>Other Variables:</b><br/>Significant Impact is + or - 5% standard error</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td>TBD</td> </tr> <tr> <td>Race Analysis</td> <td>TBD</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>TBD</td> </tr> <tr> <td>Other:</td> <td>N/A</td> <td></td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis |                    | TBD   | Race Analysis | TBD |    | AIS Impact | X   |     | Saturday Academy |       | TBD | Other: | N/A |       | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p>50% of AIS students showed an increase in test and class performance. This is likely due to the additional 1 on 1 support and time the students were given to focus on developing their areas in need of improvement.</p> <p>Saturday Academy and Race and Grade Analysis will be compared with Regents Scores.</p> |     |    |       |     |     |     |       |     |     |     |
| Variable:   | Yes  | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| Gender Analysis   |  | TBD            |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| Race Analysis   | TBD  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| AIS Impact  | X  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| Saturday Academy  |  | TBD            |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| Other:  | N/A  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| <p style="text-align: center;"><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>   | <p style="text-align: center;"><b>Weakness trends proved evident that:</b></p> <p>25% of students displayed weaknesses in constructed/extended response questions.<br/>30% of students had difficulty using the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth's plates.</p>  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Continued student driven test analysis to identify strengths and weaknesses based upon Regents constructed response question style (i.e. diagram interpretation, definition interpretation, etc.).<br/>Increase the amount of laboratory exercises in these areas to provide students with more hands-on application of overlapping General Science and Earth Science core-curriculum standards.</p>  |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |     |       |  |     |    |       |     |     |     |       |     |     |     |

Analysis Completed & Certified by: Rebecca Henck and Benjamin Rosenthal    Date: 6/17/10

CEP Needs Assessment  
Subject: Physics  
Grade: 9

| <p style="text-align: center;"><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Marking Period</th> <th style="padding: 2px;">Predicted %</th> <th style="padding: 2px;">Actual %</th> <th style="padding: 2px;">Net +/- Difference</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">T1MP1</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">76%</td><td style="padding: 2px;">-4</td></tr> <tr><td style="padding: 2px;">T1MP2</td><td style="padding: 2px;">82%</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">-2</td></tr> <tr><td style="padding: 2px;">T1MP3</td><td style="padding: 2px;">82%</td><td style="padding: 2px;">79%</td><td style="padding: 2px;">-3</td></tr> <tr><td style="padding: 2px;">T2MP1</td><td style="padding: 2px;">85%</td><td style="padding: 2px;">81%</td><td style="padding: 2px;">-4</td></tr> <tr><td style="padding: 2px;">T2MP2</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">78%</td><td style="padding: 2px;">-2</td></tr> <tr><td style="padding: 2px;">T2MP3</td><td style="padding: 2px;">80%</td><td style="padding: 2px;">88%</td><td style="padding: 2px;">+8</td></tr> </tbody> </table> | Marking Period   | Predicted %  | Actual %        | Net +/- Difference | T1MP1 | 80%           | 76%      | -4    | T1MP2         | 82%    | 80%           | -2               | T1MP3            | 82%                         | 79%    | -3 | T2MP1 | 85%   | 81% | -4 | T2MP2 | 80% | 78% | -2 | T2MP3 | 80% | 88% | +8 |
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| T1MP2  | 82%  | 80%  | -2   |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
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| Below 65   | 10.7%  |  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Grade Average  | 78.5 %   |  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p>2009-2010</p>   | <p>Regents: 88% passing</p>  |  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
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| Variable:  | Yes  | No   |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Gender Analysis  |  | x  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Race Analysis  |  | x  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| AIS Impact   | x  |  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Saturday Academy   | x  |  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| Other:   |  |  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |
| <p style="text-align: center;"><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>  | <p style="text-align: center;"><b>Weakness trends proved evident that:</b></p> <p>Most students (65%) had the greatest difficulties with section B-1 on the 2008-2009 Physics Regents.<br/>Students had difficulties showing work and writing units, as shown by the low scores on Parts B-2 and C (42% failure rate).</p>   |  |  |                 |                    |       |               |          |       |               |        |               |                  |                  |                             |        |    |       |   |     |    |       |     |     |    |       |     |     |    |

|                               |  |
|-------------------------------|--|
| Current & Ongoing Next Steps: | Incorporate more hands-on activities in class to demonstrate concepts.<br>Include more practice of short answer (B-2 and C) type questions into daily instruction.<br>Use technology, including the TEAL room, more frequently illustrate physics concepts at the subatomic level. |
|-------------------------------|--|

Analysis Completed & Certified by: Christine Lyons Date: 6-10-10

CEP Needs Assessment  
Subject: Chemistry  
Grade: 10

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>80%</td> <td>- 5</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>80%</td> <td>-5</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>77%</td> <td>-8</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>90%</td> <td>+ 5</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>79%</td> <td>- 6</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>80%</td> <td>-5</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1        | 85%           | 80%      | - 5   | T1MP2         | 85% | 80% | -5               | T1MP3 | 85% | 77%    | -8 | T2MP1 | 85%  | 90% | + 5 | T2MP2 | 85% | 79% | - 6 | T2MP3 | 85% | 80% | -5 |
|--|--|----------------|--------------------|-----------------|--------------------|--------------|---------------|----------|-------|---------------|-----|-----|------------------|-------|-----|--------|----|-------|--|-----|-----|-------|-----|-----|-----|-------|-----|-----|----|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| T1MP1  | 85%  | 80%            | - 5                |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| T1MP2  | 85%  | 80%            | -5                 |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| T1MP3  | 85%  | 77%            | -8                 |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| T2MP1  | 85%  | 90%            | + 5                |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| T2MP2  | 85%  | 79%            | - 6                |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| T2MP3  | 85%  | 80%            | -5                 |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p>2010 January Midterm<br/>January 2010 Term 1 Final<br/>20.2 %</p> <table> <tr> <td>80 or Higher</td> <td>36.5 %</td> </tr> <tr> <td>70 or Higher</td> <td>87.5 %</td> </tr> <tr> <td>65 or Higher</td> <td>87 %</td> </tr> <tr> <td>Below 65</td> <td>13.0%</td> </tr> <tr> <td>Grade Average</td> <td>77%</td> </tr> </table>  | 80 or Higher   | 36.5 %             | 70 or Higher    | 87.5 %             | 65 or Higher | 87 %          | Below 65 | 13.0% | Grade Average | 77% |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| 80 or Higher   | 36.5 %   |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| 70 or Higher   | 87.5 %   |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| 65 or Higher   | 87 %   |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| Below 65   | 13.0%  |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| Grade Average  | 77%  |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| <p>Other Variables:</p> <p>Significant Impact is + or - 5% standard error</p> <table border="1"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>No</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td>No</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td>80%</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td>No</td> <td></td> </tr> <tr> <td>Other:</td> <td>No</td> <td></td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis | No                 |              | Race Analysis | No       |       | AIS Impact    | 80% |     | Saturday Academy | No    |     | Other: | No |       | <p>Theory/Explanation:</p> <p>There was no race or gender difference in the grades.</p> <p>80% of students that were serviced in AIS to increase their class grade. AIS gave these students an opportunity and time to focus on chemistry, and how to properly analyze scientific problems with teacher support.</p> |     |     |       |     |     |     |       |     |     |    |
| Variable:  | Yes  | No             |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| Gender Analysis  | No   |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| Race Analysis  | No   |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| AIS Impact   | 80%  |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| Saturday Academy   | No   |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| Other:   | No   |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>   | <p>Weakness trends proved evident that:<br/>Bench marks exams were affected by student interest in subject.<br/>Some students on sports teams/after school activities experienced a drop when their season started.</p>  |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |
| <p>Current &amp; Ongoing Next Steps:</p>   | <p>Use more up to date technology to increase student interest in chemistry.<br/>Identify students who are involved in sports or activity school activities. Make them a focus of conferencing to ensure they are on top of their work.</p>  |                |                    |                 |                    |              |               |          |       |               |     |     |                  |       |     |        |    |       |  |     |     |       |     |     |     |       |     |     |    |

**Visual Arts**

CEP Needs Assessment  
Subject: Art  
Grade 6

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="787 888 1308 1119"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>90%</td> <td>5</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>92%</td> <td>7</td> </tr> <tr> <td>T1MP3</td> <td>88%</td> <td>93%</td> <td>5</td> </tr> <tr> <td>T2MP1</td> <td>90%</td> <td>96%</td> <td>6</td> </tr> <tr> <td>T2MP2</td> <td>92%</td> <td>92%</td> <td>0</td> </tr> <tr> <td>T2MP3</td> <td>94%</td> <td>96%</td> <td>2</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 90% | 5 | T1MP2      | 85% | 92% | 7                | T1MP3 | 88% | 93%    | 5 | T2MP1 | 90%  | 96% | 6 | T2MP2 | 92% | 92% | 0 | T2MP3 | 94% | 96% | 2 |
|---|---|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|---|------------|-----|-----|------------------|-------|-----|--------|---|-------|--|-----|---|-------|-----|-----|---|-------|-----|-----|---|
| Marking Period  | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| T1MP1   | 85%   | 90%            | 5                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| T1MP2   | 85%   | 92%            | 7                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| T1MP3   | 88%   | 93%            | 5                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| T2MP1   | 90%   | 96%            | 6                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| T2MP2   | 92%   | 92%            | 0                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| T2MP3   | 94%   | 96%            | 2                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| <p>Standardized Assessment(s) of Measure:</p> <p>PORTFOLIO ASSESSMENTS<br/>REFLECTIVE QUIZES<br/>RUBRICS<br/>FINAL PROJECTS<br/>MID YEAR EXAMS</p>  | <p>2009 Project Results:<br/>Performance</p> <table data-bbox="841 1171 1252 1234"> <tr> <td>Level 88-100%</td> <td>95%</td> </tr> <tr> <td>Level 96-100%</td> <td>65%</td> </tr> </table>  | Level 88-100%  | 95%                | Level 96-100%   | 65%                |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| Level 88-100%   | 95%   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| Level 96-100%   | 65%   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| <p>Other Variables:<br/>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="151 1476 613 1654"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>X</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>X</td> </tr> <tr> <td>Other:</td> <td></td> <td>X</td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis | X                  |       | Race Analysis |     | X | AIS Impact |     | X   | Saturday Academy |       | X   | Other: |   | X     | <p>Theory/Explanation:<br/>Female students tend to score slightly higher (5-7 points) averages. I think this is due to female students working in a more focused and meticulous manner when it comes to art and are more competitive with their color and design choices. Male students tend to work in a manner that is less organized.</p> |     |   |       |     |     |   |       |     |     |   |
| Variable:   | Yes   | No             |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| Gender Analysis   | X   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| Race Analysis   |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| AIS Impact  |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| Saturday Academy  |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| Other:  |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Weakness trends proved evident that:<br/>25 % of students are having difficulty with regards to not focusing on the elements of art</p>  |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Develop more extended lessons on the elements of art and principles of design that go hand-in-hand with the rubric, so students are able to build these skills and have a better idea of their assessment. Emphasis for male students will be placed on monitoring and specifically teaching organizational strategies.</p>  |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |   |

CEP Needs Assessment  
Subject: Art  
Grade 7

| <p>Analysis of Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="764 873 1284 1104"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>89%</td> <td>4</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>90%</td> <td>5</td> </tr> <tr> <td>T1MP3</td> <td>88%</td> <td>92%</td> <td>4</td> </tr> <tr> <td>T2MP1</td> <td>92%</td> <td>96%</td> <td>4</td> </tr> <tr> <td>T2MP2</td> <td>94%</td> <td>96%</td> <td>2</td> </tr> <tr> <td>T2MP3</td> <td>94%</td> <td>95%</td> <td>1</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 89% | 4 | T1MP2      | 85% | 90% | 5                | T1MP3 | 88% | 92%    | 4 | T2MP1 | 92%   | 96% | 4 | T2MP2 | 94% | 96% | 2 | T2MP3 | 94% | 95% | 1 |
|---|---|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|---|------------|-----|-----|------------------|-------|-----|--------|---|-------|---|-----|---|-------|-----|-----|---|-------|-----|-----|---|
| Marking Period  | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| T1MP1   | 85%   | 89%            | 4                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| T1MP2   | 85%   | 90%            | 5                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| T1MP3   | 88%   | 92%            | 4                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| T2MP1   | 92%   | 96%            | 4                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| T2MP2   | 94%   | 96%            | 2                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| T2MP3   | 94%   | 95%            | 1                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| <p>Standardized Assessment(s) of Measure:</p> <p>PORTFOIO ASSESSMENTS<br/>REFLECTIVE QUIZES<br/>RUBRICS<br/>FINAL PROJECTS<br/>MID YEAR EXAMS</p>   | <p>2009 Collage Project Results:<br/>Performance</p> <table data-bbox="816 1178 1230 1234"> <tr> <td>Level 88-100%</td> <td>100%</td> </tr> <tr> <td>Level 96-100%</td> <td>75%</td> </tr> </table>   | Level 88-100%  | 100%               | Level 96-100%   | 75%                |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| Level 88-100%   | 100%  |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| Level 96-100%   | 75%   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| <p>Other Variables:<br/>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="151 1478 613 1654"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>X</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>X</td> </tr> <tr> <td>Other:</td> <td></td> <td>X</td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis | X                  |       | Race Analysis |     | X | AIS Impact |     | X   | Saturday Academy |       | X   | Other: |   | X     | <p>Theory/Explanation:</p> <p>Female students tend to score slightly higher averages. I think this is due to female students being more interested in the neatness and presentation of their work- which all counts towards the project grade. Female students also have extremely organized sketchbooks, where they can easily access homework and their ideas. They are also more competitive with details.</p> |     |   |       |     |     |   |       |     |     |   |
| Variable:   | Yes   | No             |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| Gender Analysis   | X   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| Race Analysis   |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| AIS Impact  |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| Saturday Academy  |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| Other:  |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Weakness trends proved evident that:<br/>15 % of students have difficulty with regards to not focusing on the elements of art.</p>   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Develop more extended lessons on the elements of art and principles of design that go hand-in-hand with the rubric, so students are able to build these skills and have a better idea of their assessment. Demonstrate better organizational skills so students have a more cohesive sketchbook that corresponds with their concepts of the project.</p>   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |   |     |   |       |     |     |   |       |     |     |   |

CEP Needs Assessment  
Subject: Art  
Grade 8

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" data-bbox="776 974 1295 1205"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>90%</td> <td>5</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>92%</td> <td>7</td> </tr> <tr> <td>T1MP3</td> <td>88%</td> <td>91%</td> <td>3</td> </tr> <tr> <td>T2MP1</td> <td>92%</td> <td>93%</td> <td>1</td> </tr> <tr> <td>T2MP2</td> <td>94%</td> <td>95%</td> <td>1</td> </tr> <tr> <td>T2MP3</td> <td>95%</td> <td>97%</td> <td>22</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 90% | 5 | T1MP2      | 85% | 92% | 7                | T1MP3 | 88% | 91%    | 3 | T2MP1 | 92%  | 93% | 1 | T2MP2 | 94% | 95% | 1 | T2MP3 | 95% | 97% | 22 |
|--|---|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|---|------------|-----|-----|------------------|-------|-----|--------|---|-------|--|-----|---|-------|-----|-----|---|-------|-----|-----|----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| T1MP1  | 85%   | 90%            | 5                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| T1MP2  | 85%   | 92%            | 7                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| T1MP3  | 88%   | 91%            | 3                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| T2MP1  | 92%   | 93%            | 1                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| T2MP2  | 94%   | 95%            | 1                  |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| T2MP3  | 95%   | 97%            | 22                 |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>PORTFOLIO ASSESSMENTS<br/>REFLECTIVE QUIZES<br/>RUBRICS<br/>FINAL PROJECTS<br/>MID YEAR EXAMS</p>  | <p><b>2009 Collage Project Results:</b><br/>Performance<br/>Level 88-100%                      90%<br/>Level 96-100%                      75%</p> <p><b>2009-2010 ELA Exam Results:</b>                      TBA</p>  |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| <p><b>Other Variables:</b><br/>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="151 1564 613 1738"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>X</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>X</td> </tr> <tr> <td>Other:</td> <td></td> <td>X</td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis | X                  |       | Race Analysis |     | X | AIS Impact |     | X   | Saturday Academy |       | X   | Other: |   | X     | <p><b>Theory/Explanation:</b></p> <p>Female students tend to score slightly higher averages. I think this is due to female students being more interested in the neatness and presentation of their work- which all counts towards the project grade. Female students also have extremely organized sketchbooks, where they can easily access homework and their ideas. They are also more competitive with details.</p> |     |   |       |     |     |   |       |     |     |    |
| Variable:  | Yes   | No             |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| Gender Analysis  | X   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| Race Analysis  |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| AIS Impact   |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| Saturday Academy   |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| Other:   |   | X              |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |
| <p><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>  | <p><b>Weakness trends proved evident that:</b><br/>10 % of students lose points because their projects are missing and/or incomplete.</p>   |                |                    |                 |                    |       |               |     |   |            |     |     |                  |       |     |        |   |       |  |     |   |       |     |     |   |       |     |     |    |

|                               |  |
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| Current & Ongoing Next Steps: | Develop more extended lessons on the elements of art and principles of design that go hand-in-hand with the rubric, so students are able to build these skills and have a better idea of their assessment. Demonstrate better time management so students are able to hand in their work in a more timely fashion. |
|-------------------------------|--|

Analysis Completed & Certified by: Eileen Conlisk

Date: 6.08.10

CEP Needs Assessment  
Subject: ART  
Grade: 9

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="799 1066 1318 1297"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>80%</td> <td>84%</td> <td>+4</td> </tr> <tr> <td>T1MP2</td> <td>80%</td> <td>84%</td> <td>+4</td> </tr> <tr> <td>T1MP3</td> <td>80%</td> <td>78%</td> <td>-2</td> </tr> <tr> <td>T2MP1</td> <td>80%</td> <td>90%</td> <td>+10</td> </tr> <tr> <td>T2MP2</td> <td>80%</td> <td>85%</td> <td>+5</td> </tr> <tr> <td>T2MP3</td> <td>80%</td> <td>86%</td> <td>+6</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 80%           | 84%      | +4     | T1MP2      | 80% | 84% | +4               | T1MP3 | 80% | 78%    | -2 | T2MP1 | 80%   | 90% | +10 | T2MP2 | 80% | 85% | +5 | T2MP3 | 80% | 86% | +6 |
|---|---|----------------|--------------------|-----------------|--------------------|-------|---------------|----------|--------|------------|-----|-----|------------------|-------|-----|--------|----|-------|---|-----|-----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period  | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| T1MP1   | 80%   | 84%            | +4                 |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| T1MP2   | 80%   | 84%            | +4                 |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| T1MP3   | 80%   | 78%            | -2                 |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| T2MP1   | 80%   | 90%            | +10                |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| T2MP2   | 80%   | 85%            | +5                 |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| T2MP3   | 80%   | 86%            | +6                 |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>PROJECTS<br/>RESEARCH PROJECT<br/>MARKING PERIOD AVERAGE</p>   | <p>2010 January Research Project<br/>18/115</p> <table data-bbox="799 1381 1318 1495"> <tr> <td>85-89</td> <td>34/115</td> </tr> <tr> <td>75-84</td> <td>35/115</td> </tr> <tr> <td>65-74</td> <td>11/115</td> </tr> <tr> <td>Below 65</td> <td>17/115</td> </tr> </table>  | 85-89          | 34/115             | 75-84           | 35/115             | 65-74 | 11/115        | Below 65 | 17/115 |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| 85-89   | 34/115  |                |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| 75-84   | 35/115  |                |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| 65-74   | 11/115  |                |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| Below 65  | 17/115  |                |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
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| Variable:   | Yes   | No             |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| Gender Analysis   | X   |                |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| Race Analysis   |   | X              |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| AIS Impact  | X   |                |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| Saturday Academy  |   | N/A            |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| Other:  |   | N/A            |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Weakness trends proved evident that:<br/>25% of students struggled with the Great Master Research project that is due at the end of Term 1.</p>  |                |                    |                 |                    |       |               |          |        |            |     |     |                  |       |     |        |    |       |   |     |     |       |     |     |    |       |     |     |    |

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| Current & Ongoing Next Steps: | Form collaboration with either librarian/English teacher to help better guide students in writing their first research project using the MLA style. |
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Analysis Completed & Certified by: Kelly Trpic Date: 06/18/10

CEP Needs Assessment  
 Subject: Visual Arts  
 Grade: 10

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="787 1081 1307 1312"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>80%</td> <td>86%</td> <td>+6</td> </tr> <tr> <td>T1MP2</td> <td>80%</td> <td>87%</td> <td>+7</td> </tr> <tr> <td>T1MP3</td> <td>80%</td> <td>85%</td> <td>+5</td> </tr> <tr> <td>T2MP1</td> <td>80%</td> <td>89%</td> <td>+9</td> </tr> <tr> <td>T2MP2</td> <td>80%</td> <td>84%</td> <td>+4</td> </tr> <tr> <td>T2MP3</td> <td>80%</td> <td>85%</td> <td>+5</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 80%           | 86% | +6 | T1MP2      | 80% | 87% | +7               | T1MP3 | 80% | 85%    | +5 | T2MP1 | 80%  | 89% | +9 | T2MP2 | 80% | 84% | +4 | T2MP3 | 80% | 85% | +5 |
|--|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-----|----|------------|-----|-----|------------------|-------|-----|--------|----|-------|--|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP1  | 80%  | 86%            | +6                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP2  | 80%  | 87%            | +7                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T1MP3  | 80%  | 85%            | +5                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
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| T2MP2  | 80%  | 84%            | +4                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| T2MP3  | 80%  | 85%            | +5                 |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>PROJECTS<br/>         MARKING PERIOD GRADES<br/>         ART PREDICTIVES (09/2010)</p>  | <p>2010 September Predictive</p> <p>85-89<br/>         75-84<br/>         65-74<br/>         Below 65<br/>         Grade Average</p>   |                |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
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| Variable:  | Yes  | No             |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
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| Saturday Academy   |  | N/A            |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |
| Other:   |  | N/A            |                    |                 |                    |       |               |     |    |            |     |     |                  |       |     |        |    |       |  |     |    |       |     |     |    |       |     |     |    |

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|---|---|
| Conclusion of Needs Assessment & Data Analysis: | Weakness trends proved evident that:<br>+/-5% of students do not do work out of class and do not come in for AIS. |
| Current & Ongoing Next Steps:                   | Identifying these students and schedule them into AIS class in their programs.                                    |

Analysis Completed & Certified by: Kelly Trpic Date: 06/18/10

CEP Needs Assessment  
Subject: Visual Arts  
Grade: 11

| <p>Analysis of Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p> | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="761 1144 1284 1375"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>80%</td> <td>87%</td> <td>+7</td> </tr> <tr> <td>T1MP2</td> <td>80%</td> <td>84%</td> <td>+4</td> </tr> <tr> <td>T1MP3</td> <td>80%</td> <td>86%</td> <td>+6</td> </tr> <tr> <td>T2MP1</td> <td>80%</td> <td>86%</td> <td>+6</td> </tr> <tr> <td>T2MP2</td> <td>80%</td> <td>84%</td> <td>+4</td> </tr> <tr> <td>T2MP3</td> <td>80%</td> <td>84%</td> <td>+4</td> </tr> </tbody> </table> | Marking Period          | Predicted          | Actual             | Net +/- Difference | T1MP1 | 80%  | 87%    | +7    | T1MP2 | 80%  | 84%   | +4    | T1MP3 | 80%  | 86%   | +6    | T2MP1 | 80%   | 86%   | +6    | T2MP2    | 80%   | 84%      | +4    | T2MP3 | 80% | 84% | +4 |
|--|--|-------------------------|--------------------|--------------------|--------------------|-------|------|--------|-------|-------|------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|----------|-------|----------|-------|-------|-----|-----|----|
| Marking Period   | Predicted  | Actual                  | Net +/- Difference |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| T1MP1  | 80%  | 87%                     | +7                 |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| T1MP2  | 80%  | 84%                     | +4                 |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| T1MP3  | 80%  | 86%                     | +6                 |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| T2MP1  | 80%  | 86%                     | +6                 |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| T2MP2  | 80%  | 84%                     | +4                 |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| T2MP3  | 80%  | 84%                     | +4                 |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ART PREDICTIVE (May 2009)<br/>MID YEAR EXAMS<br/>PROJECTS<br/>MARKING PERIOD GRADES</p>   | <table data-bbox="695 1423 1352 1587"> <thead> <tr> <th colspan="2">2009 MAY ART PREDICTIVE</th> <th colspan="2">2010 MID YEAR EXAM</th> </tr> <tr> <th></th> <th>0/98</th> <th>90-100</th> <th>30/90</th> </tr> </thead> <tbody> <tr> <td>85-89</td> <td>0/98</td> <td>85-89</td> <td>20/90</td> </tr> <tr> <td>75-84</td> <td>2/98</td> <td>75-84</td> <td>28/90</td> </tr> <tr> <td>65-74</td> <td>27/98</td> <td>65-74</td> <td>09/90</td> </tr> <tr> <td>Below 65</td> <td>69/98</td> <td>Below 65</td> <td>03/90</td> </tr> </tbody> </table>  | 2009 MAY ART PREDICTIVE |                    | 2010 MID YEAR EXAM |                    |       | 0/98 | 90-100 | 30/90 | 85-89 | 0/98 | 85-89 | 20/90 | 75-84 | 2/98 | 75-84 | 28/90 | 65-74 | 27/98 | 65-74 | 09/90 | Below 65 | 69/98 | Below 65 | 03/90 |       |     |     |    |
| 2009 MAY ART PREDICTIVE  |  | 2010 MID YEAR EXAM      |                    |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
|  | 0/98   | 90-100                  | 30/90              |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| 85-89  | 0/98   | 85-89                   | 20/90              |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| 75-84  | 2/98   | 75-84                   | 28/90              |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| 65-74  | 27/98  | 65-74                   | 09/90              |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |
| Below 65   | 69/98  | Below 65                | 03/90              |                    |                    |       |      |        |       |       |      |       |       |       |      |       |       |       |       |       |       |          |       |          |       |       |     |     |    |

|  |  |     |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
|--|--|-----|----|-----------------|---|--|---------------|--|---|------------|---|--|------------------|---|--|---------------|---|--|---|
| <p>Other Variables:<br/>Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1"> <tr> <td>Variable:</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Gender Analysis</td> <td>X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td>X</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td>X</td> <td></td> </tr> <tr> <td>Art Electives</td> <td>X</td> <td></td> </tr> </table> | Variable:  | Yes | No | Gender Analysis | X |  | Race Analysis |  | X | AIS Impact | X |  | Saturday Academy | X |  | Art Electives | X |  | <p>Theory/Explanation:</p> <p><b>GENDER ANALYSIS:</b> On average, female students achieve higher average than male students due to their attention to detail, craftsmanship, and appreciation of aesthetics.</p> <p><b>AIS:</b> 7 sessions during a week are offered to all students, at all ability levels. For high performing students this time helps to further advance their skill levels. For lower performing students this time helps them complete tasks that they have trouble completing in class.</p> <p><b>ART ELECTIVES:</b> Students who choice to take art electives perform at a higher level in their regular art class and have a deeper understanding of how the arts shape diverse cultures of the past and present.</p> <p><b>SATURDAY ACADEMY:</b> provides additional time to review and become familiar with the format and structure of the NYC Comp Exam<br/>Provides intense review of Section I and II of the NYC Comp Exam</p> |
| Variable:  | Yes  | No  |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
| Gender Analysis  | X  |     |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
| Race Analysis  |  | X   |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
| AIS Impact   | X  |     |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
| Saturday Academy   | X  |     |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
| Art Electives  | X  |     |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
| <p>Conclusion of Needs Assessment &amp;<br/>Data Analysis:</p>   | <p>Weakness trends proved evident that:<br/>37% of students struggled with Part III Section A NYC Comp Exam (2-Dimensional Applied Design)<br/>43% of students struggled with Part I, Section II NYC Comp Exam (Design, Material, and Techniques)</p>  |     |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |
| <p>Current &amp; Ongoing Next Steps:</p>   | <p>Revise the 11th grade curriculum to reflect weakness trends for the Art Predictive administered<br/>Provide a multileveled review and assignment plan to better prepare students with a sketchbook/study guide for the NYC Comp Exam<br/>Create projects that incorporates more 2-D Design skills</p> |     |    |                 |   |  |               |  |   |            |   |  |                  |   |  |               |   |  |   |

Analysis Completed & Certified by: Kelly Trpic Date: 06/18/10

## Music

CEP Needs Assessment  
Subject: Classroom Music  
Grade 6

| <p>Marking Period Benchmarks:<br/>6th Grade Classroom Music</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p> | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>93%</td> <td>+8%</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>91%</td> <td>+6</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>90%</td> <td>+5</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>89%</td> <td>+4</td> </tr> <tr> <td>T2MP2</td> <td>90%</td> <td>91%</td> <td>+1</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>89%</td> <td>+4</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual        | Net +/- Difference | T1MP1 | 85% | 93% | +8% | T1MP2 | 85% | 91% | +6 | T1MP3 | 85% | 90% | +5 | T2MP1 | 85% | 89% | +4 | T2MP2 | 90% | 91% | +1 | T2MP3 | 85% | 89% | +4 |
|--|--|----------------|--------------------|---------------|--------------------|-------|-----|-----|-----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| T1MP1  | 85%  | 93%            | +8%                |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| T1MP2  | 85%  | 91%            | +6                 |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| T1MP3  | 85%  | 90%            | +5                 |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| T2MP1  | 85%  | 89%            | +4                 |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| T2MP2  | 90%  | 91%            | +1                 |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| T2MP3  | 85%  | 89%            | +4                 |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p>2009-2010 Keyboard Assessment:<br/>Performance</p> <table> <tr> <td>17/20 – 18/20</td> <td>24.1 %</td> </tr> <tr> <td>19/20 – 20/20</td> <td>75.9 %</td> </tr> </table>   | 17/20 – 18/20  | 24.1 %             | 19/20 – 20/20 | 75.9 %             |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| 17/20 – 18/20  | 24.1 %   |                |                    |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |
| 19/20 – 20/20  | 75.9 %   |                |                    |               |                    |       |     |     |     |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |

| <p style="text-align: center;">Other Variables:<br/>Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Variable:</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes | No | Gender Analysis | x |  | Race Analysis | x |  | AIS Impact |  | x | Saturday Academy |  | x | Other: |  |  | <p style="text-align: center;">Theory/Explanation:</p> <p>There was a 5% difference in the keyboard performances with the girls performing better than the boys. I think that I have noticed that some of the 6th grade boys are more easily distracted during practice time.</p> <p>There was also a great difference between the percentage of Caucasian students who performed at a level of 19 or above on the Keyboard performance (nearly 20% better). I think this might be because of different levels of incoming students and their previous musical experiences.</p> |
|--|---|-----|----|-----------------|---|--|---------------|---|--|------------|--|---|------------------|--|---|--------|--|--|---|
| Variable:  | Yes   | No  |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |
| Gender Analysis  | x   |     |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |
| Race Analysis  | x   |     |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |
| AIS Impact   |   | x   |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |
| Saturday Academy   |   | x   |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |
| Other:   |   |     |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |
| <p style="text-align: center;">Conclusion of Needs Assessment &amp;<br/>Data Analysis:</p>   | <p style="text-align: center;">Weakness trends proved evident that:<br/>20% of students deficient in the skill to accurately read notes without the need for assistance (labeling notes in the music)</p> |     |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |
| <p style="text-align: center;">Current &amp; Ongoing Next Steps:</p>   | <p>Develop specific strategies that support students with identifying pitches moving in patterns<br/>Deliver equipment/technology to differentiate<br/>Practice reading notes</p>                         |     |    |                 |   |  |               |   |  |            |  |   |                  |  |   |        |  |  |   |

Analysis Completed & Certified by: Kimberlee Morritt Date: June 10, 2010

CEP Needs Assessment  
Subject: Classroom Music  
Grade 7

| <p style="text-align: center;">Analysis of Marking Period Benchmarks:<br/>7th Grade Classroom Music</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p> | <p style="text-align: center;">Analysis of Marking Period Benchmarks:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Marking Period</th> <th style="text-align: center;">Predicted</th> <th style="text-align: center;">Actual</th> <th style="text-align: center;">Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">+5</td> </tr> <tr> <td>T1MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3</td> </tr> <tr> <td>T1MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">+1</td> </tr> <tr> <td>T2MP1</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3</td> </tr> <tr> <td>T2MP2</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">+5</td> </tr> <tr> <td>T2MP3</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual | Net +/- Difference | T1MP1 | 85% | 90% | +5 | T1MP2 | 85% | 88% | +3 | T1MP3 | 85% | 86% | +1 | T2MP1 | 85% | 88% | +3 | T2MP2 | 90% | 95% | +5 | T2MP3 | 85% | 85% | 0 |
|--|--|----------------|--------------------|--------|--------------------|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|---|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |        |                    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |   |
| T1MP1  | 85%  | 90%            | +5                 |        |                    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |   |
| T1MP2  | 85%  | 88%            | +3                 |        |                    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |   |
| T1MP3  | 85%  | 86%            | +1                 |        |                    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |   |
| T2MP1  | 85%  | 88%            | +3                 |        |                    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |   |
| T2MP2  | 90%  | 95%            | +5                 |        |                    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |   |
| T2MP3  | 85%  | 85%            | 0                  |        |                    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |   |

| Standardized Assessment(s) of Measure:<br><br>ACUITY<br>STATE EXAMS<br>PREDICTIVES<br>FINALS<br>MID YEAR EXAMS<br>PRACTICE TESTS<br>LAST YEAR'S EXAMS   | 2009-2010 Classroom Music Assessment:<br>Scales Quiz<br><br><table border="0"> <tr> <td>11/12 – 12/12</td> <td>48.3 %</td> </tr> <tr> <td>10/12 – 9/12</td> <td>37.1 %</td> </tr> </table> | 11/12 – 12/12 | 48.3 % | 10/12 – 9/12    | 37.1 % |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
|---|--|---------------|--------|-----------------|--------|---|---------------|---|--|------------|--|---|------------------|--|---|--------|--|--|--|
| 11/12 – 12/12   | 48.3 %   |               |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| 10/12 – 9/12  | 37.1 %   |               |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| Other Variables:<br>Significant Impact<br>is + or – 5%<br>standard error<br><br><table border="1"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td>x</td> </tr> <tr> <td>Race Analysis</td> <td>x</td> <td></td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>x</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>x</td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:  | Yes           | No     | Gender Analysis |        | x | Race Analysis | x |  | AIS Impact |  | x | Saturday Academy |  | x | Other: |  |  | Theory/Explanation:<br><br>There was also a great difference between the percentage of Caucasian students who scored an 11 or above on the scales quiz (nearly 30% better). I think this might be because of different levels of incoming students and their previous musical experiences. |
| Variable:   | Yes  | No            |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| Gender Analysis   |  | x             |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| Race Analysis   | x  |               |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| AIS Impact  |  | x             |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| Saturday Academy  |  | x             |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| Other:  |  |               |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| Conclusion of Needs Assessment &<br>Data Analysis:  | Weakness trends proved evident that:<br>30% of students were unprepared for the scales quiz and did not perform at an acceptable level.  |               |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |
| Current & Ongoing Next Steps:   | Develop specific strategies to support these students with the material before the assessment.   |               |        |                 |        |   |               |   |  |            |  |   |                  |  |   |        |  |  |  |

Analysis Completed & Certified by: K. Morrill

Date: June 10, 2010

CEP Needs Assessment  
 Subject: Music  
 Grade 8

| Marking Period Benchmarks:<br><br>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments. | Analysis of Marking Period Benchmarks:<br><br><table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>85%</td> <td>0</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>93%</td> <td>+8</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>92%</td> <td>+7</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>90%</td> <td>+5</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>95%</td> <td>+10</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual | Net +/- Difference | T1MP1 | 85% | 85% | 0 | T1MP2 | 85% | 93% | +8 | T1MP3 | 85% | 92% | +7 | T2MP1 | 85% | 90% | +5 | T2MP2 | 85% | 95% | +10 |
|---|---|----------------|--------------------|--------|--------------------|-------|-----|-----|---|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|-----|
| Marking Period  | Predicted   | Actual         | Net +/- Difference |        |                    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |     |
| T1MP1   | 85%   | 85%            | 0                  |        |                    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |     |
| T1MP2   | 85%   | 93%            | +8                 |        |                    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |     |
| T1MP3   | 85%   | 92%            | +7                 |        |                    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |     |
| T2MP1   | 85%   | 90%            | +5                 |        |                    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |     |
| T2MP2   | 85%   | 95%            | +10                |        |                    |       |     |     |   |       |     |     |    |       |     |     |    |       |     |     |    |       |     |     |     |





| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/-Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>90%</td> <td>+5%</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>84%</td> <td>-1%</td> </tr> <tr> <td>T1MP3</td> <td>90%</td> <td>95%</td> <td>+5%</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>90</td> <td>+5%</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>88%</td> <td>+3%</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>87%</td> <td>+3%</td> </tr> </tbody> </table>   | Marking Period | Predicted                                      | Actual   | Net +/-Difference | T1MP1     | 85%  | 90%       | +5%           | T1MP2     | 85%  | 84%         | -1%        | T1MP3     | 90% | 95%       | +5%              | T2MP1     | 85% | 90        | +5%    | T2MP2 | 85% | 88% | +3%   | T2MP3 | 85% | 87% | +3% |
|---|---|----------------|--|--|-------------------|-----------|------|-----------|---------------|-----------|------|-------------|------------|-----------|-----|-----------|------------------|-----------|-----|-----------|--------|-------|-----|-----|---|-------|-----|-----|-----|
| Marking Period  | Predicted   | Actual         | Net +/-Difference                              |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| T1MP1   | 85%   | 90%            | +5%  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| T1MP2   | 85%   | 84%            | -1%  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| T1MP3   | 90%   | 95%            | +5%  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| T2MP1   | 85%   | 90             | +5%  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| T2MP2   | 85%   | 88%            | +3%  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
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| Performance   |   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 4's   | 51 %  |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 3's   | 23 %  |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 2's   | 13 %  |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 1's   | 13 %  |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Performance   |   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 4's   | %   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 3's   | %   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 2's   | %   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Level 1's   | %   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
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| Variable:   | Yes   | No             | Significant Impact is + or - 5% standard error |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Gender Analysis   |   | n              |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Race Analysis   |   | n              |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| AIS Impact  |   | n              |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Saturday Academy  |   | n              |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| Other:  |   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Students are very late to bring in images to be stored on computer which make them perpetually unprepared<br/>Of all assessments, students do most poorly on vocabulary tests</p>  |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>I will give students firmer deadlines for image submission and less opportunities to move ahead with projects until images are submitted by 90% of students<br/>I will allow class time for students to study and help each other with missing words one period before administration of test.</p>   |                |  |  |                   |           |      |           |               |           |      |             |            |           |     |           |                  |           |     |           |        |       |     |     |   |       |     |     |     |

Analysis Completed & Certified by: Michael Pepe

Date: June 8, 2010

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/-Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85</td> <td>90</td> <td>+5</td> </tr> <tr> <td>T1MP2</td> <td>90</td> <td>90</td> <td>0</td> </tr> <tr> <td>T1MP3</td> <td>85</td> <td>85</td> <td>0</td> </tr> <tr> <td>T2MP1</td> <td>90</td> <td>85</td> <td>-5</td> </tr> <tr> <td>T2MP2</td> <td>85</td> <td>85</td> <td>0</td> </tr> <tr> <td>T2MP3</td> <td>85</td> <td>88</td> <td>+3</td> </tr> </tbody> </table> | Marking Period                                 | Predicted         | Actual    | Net +/-Difference | T1MP1 | 85         | 90 | +5               | T1MP2 | 90     | 90 | 0  | T1MP3 | 85 | 85 | 0 | T2MP1 | 90 | 85 | -5 | T2MP2 | 85 | 85 | 0 | T2MP3 | 85 | 88 | +3 |
|---|---|--|-------------------|-----------|-------------------|-------|------------|----|------------------|-------|--------|----|--|-------|----|----|---|-------|----|----|----|-------|----|----|---|-------|----|----|----|
| Marking Period  | Predicted   | Actual   | Net +/-Difference |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| T1MP1   | 85  | 90   | +5                |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| T1MP2   | 90  | 90   | 0                 |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| T1MP3   | 85  | 85   | 0                 |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| T2MP1   | 90  | 85   | -5                |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| T2MP2   | 85  | 85   | 0                 |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| T2MP3   | 85  | 88   | +3                |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p>2009-2010 Media/Film Terminology/Equip. hands-on Exam Results:<br/>Performance</p> <table border="1"> <tbody> <tr> <td>Level 3's</td> <td>42%</td> </tr> <tr> <td>Level 4's</td> <td>58 %</td> </tr> </tbody> </table> <p>2010-2011 Media/Film Terminology/Equip. hands-on Exam Results:<br/>Performance</p>   | Level 3's                                      | 42%               | Level 4's | 58 %              |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| Level 3's   | 42%   |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| Level 4's   | 58 %  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
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| Variable:   | Significant Impact is + or - 5% standard error  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| Gender Analysis   | Yes   |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| Race Analysis   | No  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| AIS Impact  | No  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| Saturday Academy  | No  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| Other:  | No  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>It was also evident that: 42 % scholars of the 7th grade were deficient in identifying Media methods and messages, despite their awareness of its components. Homogeneous grouping did not help the overall result.</p>  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Present and expose scholars to current video trends that will help with identifying hidden agendas, and analyzing how technology impacts on media messages.</p>  |  |                   |           |                   |       |            |    |                  |       |        |    |  |       |    |    |   |       |    |    |    |       |    |    |   |       |    |    |    |

Analysis Completed & Certified by Oni Unokiwe Date: 6/10/10

Subject: Film  
Grade 8

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|--|--|-------------------|------------------|-------------------|-------|-----|-------|-------|-----|--------|-------|----|--------|-------|-----|--------|-------|-----|--------|-------|-----|-------|
| Marking Period   | Predicted Actual   | Net +/-Difference |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| T1MP1  | 85%  | 85/ 0             |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| T1MP2  | 85%  | 90/ +5            |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| T1MP3  | 85   | 90/ +5            |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| T2MP1  | 85%  | 95/ +5            |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| T2MP2  | 85%  | 82/ -3            |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| T2MP3  | 85%  | 87/+2             |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p>2009-2010 Media Vocabulary/Terminology Exam Results:<br/>Performance</p> <table border="1"> <tbody> <tr> <td>Level 3s</td> <td>55%</td> </tr> <tr> <td>Level 4s</td> <td>45%</td> </tr> </tbody> </table> <p>2010-2011 Media Vocabulary/Terminology Exam Results:<br/>Performance</p> <p>TBA</p>  | Level 3s          | 55%              | Level 4s          | 45%   |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| Level 3s   | 55%  |                   |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| Level 4s   | 45%  |                   |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| <p>Other Variables:</p> <p>Significant Impact<br/>is + or - 5%<br/>standard error</p> <p>Variable: Yes No</p> <p>Gender Analysis<br/>Race Analysis<br/>AIS Impact<br/>Saturday Academy<br/>Other:</p>  | <p>Theory/Explanation:</p> <p>While there were increases in actual performances and projected gains, there were fluctuations in the number of level 3s -4s, and 4s – 3s, in both terms. There were more increases from levels 3-4 in term 1, and a drop from levels 4-3, in term 2.</p>  |                   |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| <p>Conclusion of Needs Assessment &amp;<br/>Data Analysis:</p>   | <p>Weakness trends proved evident that:<br/>Work load should be lessened as scholars approach State testing period.<br/>Less emphasis on theory, more focus on result oriented projects.</p>   |                   |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |
| <p>Current &amp; Ongoing Next Steps:</p>   | <p>Develop specific strategies that support Scholars' achievement of short projects, rather than long term elaborate productions.</p>  |                   |                  |                   |       |     |       |       |     |        |       |    |        |       |     |        |       |     |        |       |     |       |

Analysis Completed & Certified by: Oni Unokiwe\_ Date: 6-10-10

| <p>Analysis of Marking Period Benchmarks</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/-Difference</th> </tr> </thead> <tbody> <tr> <td>MP1</td> <td>90%</td> <td>92%</td> <td>+2%</td> </tr> <tr> <td>MP2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>MP3</td> <td>95</td> <td>94%</td> <td>-1%</td> </tr> <tr> <td>MP1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>MP2</td> <td>85%</td> <td>88%</td> <td>+3%</td> </tr> <tr> <td>MP3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Marking Period       | Predicted         | Actual            | Net +/-Difference | MP1                       | 90%           | 92%                      | +2%  | MP2               |      |                             |                  | MP3               | 95   | 94%                            | -1% | MP1 |   |  |  | MP2 | 85% | 88% | +3% | MP3 |  |  |  |
|---|--|----------------------|-------------------|-------------------|-------------------|---------------------------|---------------|--------------------------|------|-------------------|------|-----------------------------|------------------|-------------------|------|--------------------------------|-----|-----|---|--|--|-----|-----|-----|-----|-----|--|--|--|
| Marking Period  | Predicted  | Actual               | Net +/-Difference |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP1   | 90%  | 92%                  | +2%               |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP2   |  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP3   | 95   | 94%                  | -1%               |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP1   |  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP2   | 85%  | 88%                  | +3%               |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP3   |  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p>2008-2009 Fitnessgram:</p> <p>Performance</p> <table border="1"> <tbody> <tr> <td>Healthy Fitness Zone</td> <td>79 %</td> </tr> <tr> <td>Needs Improvement</td> <td>21 %</td> </tr> <tr> <td colspan="2">Performance/Pacer Results</td> </tr> <tr> <td>Males –HFZ (30-108 laps)</td> <td>77 %</td> </tr> <tr> <td>Needs Improvement</td> <td>23 %</td> </tr> <tr> <td>Females – HFZ ( 19-66 laps)</td> <td>72 %</td> </tr> <tr> <td>Needs Improvement</td> <td>28 %</td> </tr> <tr> <td>2009-2010 Fitnessgram Results:</td> <td>TBD</td> </tr> </tbody> </table>        | Healthy Fitness Zone | 79 %              | Needs Improvement | 21 %              | Performance/Pacer Results |               | Males –HFZ (30-108 laps) | 77 % | Needs Improvement | 23 % | Females – HFZ ( 19-66 laps) | 72 %             | Needs Improvement | 28 % | 2009-2010 Fitnessgram Results: | TBD |     |   |  |  |     |     |     |     |     |  |  |  |
| Healthy Fitness Zone  | 79 %   |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Needs Improvement   | 21 %   |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Performance/Pacer Results   |  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Males –HFZ (30-108 laps)  | 77 %   |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Needs Improvement   | 23 %   |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Females – HFZ ( 19-66 laps)   | 72 %   |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Needs Improvement   | 28 %   |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| 2009-2010 Fitnessgram Results:  | TBD  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
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| Variable:   | Yes  | No                   |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Gender Analysis   | X  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Race Analysis   |  | X                    |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| AIS Impact  |  | N/A                  |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Saturday Academy  |  | N/A                  |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Other:  |  | N/A                  |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>  | <p>Weakness trends proved evident that:<br/>21% of students did not meet standardized baseline for Body Mass Index<br/>Boys outperform girls in the paced/timed aerobic run</p>  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| <p>Current &amp; Ongoing Next Steps:</p>  | <p>Include nutrition analysis/importance of nutrition in lessons<br/>Provide students with summer wellness options/guidelines for improving/maintaining fitness levels<br/>Continued use of fitness stations/circuit training; addition of wellness journal; fitness testing twice/year<br/>Students will set short term and long term goals to assist with the improvement of their individual healthy fitness zones</p>  |                      |                   |                   |                   |                           |               |                          |      |                   |      |                             |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |

CEP Needs Assessment  
Subject: Physical Education  
Grade 6-8

CEP Needs Assessment  
Physical Education  
Grade \_\_High School 9-11\_\_

| <p style="text-align: center;">Analysis of Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p style="text-align: center;">Analysis of Marking Period Benchmarks:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Marking Period</th> <th style="text-align: center;">Predicted</th> <th style="text-align: center;">Actual</th> <th style="text-align: center;">Net +/-Difference</th> </tr> </thead> <tbody> <tr> <td>MP1</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">+3%</td> </tr> <tr> <td>MP2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>MP3</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">+1%</td> </tr> <tr> <td>MP1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>MP2</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3%</td> </tr> <tr> <td>MP3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Marking Period             | Predicted         | Actual            | Net +/-Difference | MP1                      | 90%           | 93%               | +3%  | MP2        |  |                            |                  | MP3               | 95%  | 96%                            | +1% | MP1 |   |  |  | MP2 | 85% | 88% | +3% | MP3 |  |  |  |
|---|---|----------------------------|-------------------|-------------------|-------------------|--------------------------|---------------|-------------------|------|------------|--|----------------------------|------------------|-------------------|------|--------------------------------|-----|-----|---|--|--|-----|-----|-----|-----|-----|--|--|--|
| Marking Period  | Predicted   | Actual                     | Net +/-Difference |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP1   | 90%   | 93%                        | +3%               |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP2   |   |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP3   | 95%   | 96%                        | +1%               |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP1   |   |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP2   | 85%   | 88%                        | +3%               |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| MP3   |   |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p style="text-align: center;">2008-2009 Fitnessgram:</p> <p style="text-align: center;">Performance/BMI Results</p> <table style="width: 100%;"> <tr> <td style="width: 70%;">Healthy Fitness Zone (HFZ)</td> <td style="text-align: right;">74 %</td> </tr> <tr> <td>Needs Improvement</td> <td style="text-align: right;">26 %</td> </tr> </table> <p style="text-align: center;">Performance/Pacer Results</p> <table style="width: 100%;"> <tr> <td style="width: 70%;">Males –HFZ (54-123 laps)</td> <td style="text-align: right;">72 %</td> </tr> <tr> <td>Needs Improvement</td> <td style="text-align: right;">28 %</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Females – HFZ (30-79 laps)</td> <td style="text-align: right;">67 %</td> </tr> <tr> <td>Needs Improvement</td> <td style="text-align: right;">33 %</td> </tr> <tr> <td>2009-2010 Fitnessgram Results:</td> <td style="text-align: right;">TBD</td> </tr> </table>   | Healthy Fitness Zone (HFZ) | 74 %              | Needs Improvement | 26 %              | Males –HFZ (54-123 laps) | 72 %          | Needs Improvement | 28 % |            |  | Females – HFZ (30-79 laps) | 67 %             | Needs Improvement | 33 % | 2009-2010 Fitnessgram Results: | TBD |     |   |  |  |     |     |     |     |     |  |  |  |
| Healthy Fitness Zone (HFZ)  | 74 %  |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Needs Improvement   | 26 %  |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Males –HFZ (54-123 laps)  | 72 %  |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Needs Improvement   | 28 %  |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
|   |   |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Females – HFZ (30-79 laps)  | 67 %  |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Needs Improvement   | 33 %  |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| 2009-2010 Fitnessgram Results:  | TBD   |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| <p style="text-align: center;">Other Variables:<br/>Significant Impact<br/>is + or – 5%<br/>standard error</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Variable:</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Other:</td> <td></td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> | Variable:   | Yes                        | No                | Gender Analysis   | X                 |                          | Race Analysis |                   | X    | AIS Impact |  | N/A                        | Saturday Academy |                   | N/A  | Other:                         |     | N/A | <p style="text-align: center;">Theory/Explanation:</p> <p>Girls readily express they do not want to sweat. More vigorous activity is associated with better fitness levels.</p> <p>Girls are less likely as boys to participate in physical activity outside of school</p> <p style="text-align: center;">All students appear to make poor food choices</p> |  |  |     |     |     |     |     |  |  |  |
| Variable:   | Yes   | No                         |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Gender Analysis   | X   |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Race Analysis   |   | X                          |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| AIS Impact  |   | N/A                        |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Saturday Academy  |   | N/A                        |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| Other:  |   | N/A                        |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| <p style="text-align: center;">Conclusion of Needs Assessment &amp;<br/>Data Analysis:</p>  | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>26% of students did not meet standardized baseline for BMI<br/>Boys outperformed girls on the aerobic paced run</p>  |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |
| <p style="text-align: center;">Current &amp; Ongoing Next Steps:</p>  | <p>Include nutrition analysis/importance of nutrition in lessons<br/>Provide students with summer wellness options/guidelines for improving/maintaining fitness levels<br/>Continued use of fitness stations/circuit training; addition of wellness journal; fitness testing twice/year<br/>Students will set short term and long term goals to assist with the improvement of their individual healthy fitness zones</p>   |                            |                   |                   |                   |                          |               |                   |      |            |  |                            |                  |                   |      |                                |     |     |   |  |  |     |     |     |     |     |  |  |  |

# Spanish

CEP Needs Assessment  
Subject: Spanish  
Grade 7

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>91.3%</td> <td>+ 6.3</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>95.8%</td> <td>+ 10.8</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>76.2%</td> <td>- 8.8</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>97.5%</td> <td>+ 12.5</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>86%</td> <td>+ 1</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>87%</td> <td>+2</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 91.3% | + 6.3 | T1MP2      | 85% | 95.8% | + 10.8           | T1MP3 | 85% | 76.2%             | - 8.8 | T2MP1 | 85%   | 97.5% | + 12.5 | T2MP2 | 85% | 86% | + 1 | T2MP3 | 85% | 87% | +2 |
|--|---|----------------|--------------------|-----------------|--------------------|-------|---------------|-------|-------|------------|-----|-------|------------------|-------|-----|-------------------|-------|-------|---|-------|--------|-------|-----|-----|-----|-------|-----|-----|----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| T1MP1  | 85%   | 91.3%          | + 6.3              |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| T1MP2  | 85%   | 95.8%          | + 10.8             |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| T1MP3  | 85%   | 76.2%          | - 8.8              |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| T2MP1  | 85%   | 97.5%          | + 12.5             |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| T2MP2  | 85%   | 86%            | + 1                |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| T2MP3  | 85%   | 87%            | +2                 |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>FINALS<br/>MID YEAR EXAMS<br/>END OF TERM TESTS<br/>LAST YEAR'S EXAMS</p>  | <p><b>2009-2010 SPANISH Exam Results:</b></p> <p>Performance on Mid-Term Exams:<br/>Listening Comprehension: 74.6%<br/>Situations: 87.2%<br/>Number Recognition: 83.7%<br/>Subject &amp; Verb Agreement: 39.5%<br/>Number &amp; Gender Agreement: 37%<br/>Matching Illustration: 73.2%</p>  |                |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| <p><b>Other Variables:</b></p> <p>Significant Impact is + or - 5% standard error</p> <table border="1"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td>Yes</td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>No</td> </tr> <tr> <td>AIS Impact</td> <td>Yes</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>No</td> </tr> <tr> <td>Other: Attendance</td> <td>Yes</td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis | Yes                |       | Race Analysis |       | No    | AIS Impact | Yes |       | Saturday Academy |       | No  | Other: Attendance | Yes   |       | <p><b>Theory/Explanation:</b></p> <ul style="list-style-type: none"> <li>- Girls seem to perform better than boys on assessments.</li> <li>- Students who attended AIS classes showed improvement in performance on Report Card grades.</li> <li>- Students who were absent from classes displayed difficulty in meeting expectations for performance levels on Tests.</li> </ul> |       |        |       |     |     |     |       |     |     |    |
| Variable:  | Yes   | No             |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| Gender Analysis  | Yes   |                |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| Race Analysis  |   | No             |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| AIS Impact   | Yes   |                |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| Saturday Academy   |   | No             |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| Other: Attendance  | Yes   |                |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| <p><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>  | <p><b>Weakness trends proved evident that:</b></p> <p>63 % of students were deficient in Number and Gender Agreement concepts<br/>70.5 % of students were deficient in Subject and Verb Agreement concepts<br/>23.8 % of students were unable to meet expectations for performance on Mid-Term Exams that are based on concepts spanning a period of three Marking Periods.</p>   |                |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |
| <p><b>Current &amp; Ongoing Next Steps:</b></p>  | <p>Provide worksheets for students to practice at home as follow-up tasks to the concepts modeled in class.<br/>Create games and intergroup/interclass competitions to motivate and challenge students to a higher standard of performance.<br/>Develop review exercises as labs based on specific topics for students to complete at differentiated levels and pacing in order to provide repetition and frequency over a number of weeks leading up to the Mid-Term Exams.<br/>Differentiate instruction via technology use.</p>  |                |                    |                 |                    |       |               |       |       |            |     |       |                  |       |     |                   |       |       |   |       |        |       |     |     |     |       |     |     |    |

Analysis Completed & Certified by: Elizabeth Cave Date: 6/10/2010

CEP Needs Assessment  
Subject: Spanish  
Grade 8

| <p><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>  | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>84%</td> <td>-1</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>87%</td> <td>+2</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>88%</td> <td>+3</td> </tr> <tr> <td>T2MP1</td> <td>88%</td> <td>91%</td> <td>+3</td> </tr> <tr> <td>T2MP2</td> <td>88%</td> <td>91%</td> <td>+3</td> </tr> <tr> <td>T2MP3</td> <td>88%</td> <td>90%</td> <td>+2</td> </tr> </tbody> </table>   | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1   | 85%           | 84%            | -1         | T1MP2      | 85% | 87%    | +2               | T1MP3  | 85% | 88%       | +3  | T2MP1          | 88%   | 91% | +3 | T2MP2 | 88% | 91% | +3 | T2MP3 | 88% | 90% | +2 |
|--|---|----------------|--------------------|-----------------|--------------------|---------|---------------|----------------|------------|------------|-----|--------|------------------|--------|-----|-----------|-----|----------------|---|-----|----|-------|-----|-----|----|-------|-----|-----|----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| T1MP1  | 85%   | 84%            | -1                 |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| T1MP2  | 85%   | 87%            | +2                 |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| T1MP3  | 85%   | 88%            | +3                 |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| T2MP1  | 88%   | 91%            | +3                 |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| T2MP2  | 88%   | 91%            | +3                 |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| T2MP3  | 88%   | 90%            | +2                 |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| <p><b>Standardized Assessment(s) of Measure:</b></p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>  | <p style="text-align: center;"><b>2008-2009 Spanish Proficiency Exam Results:</b><br/>Performance</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Below 65%</td> <td>25%</td> </tr> <tr> <td>65-84%</td> <td>51%</td> </tr> <tr> <td>85-100%</td> <td>24%</td> </tr> <tr> <td><b>Average</b></td> <td><b>72%</b></td> </tr> </table> <p style="text-align: center;"><b>2009-2010 Spanish Term 1 Final Results:</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Below 65%</td> <td>&gt;1%</td> </tr> <tr> <td>65-74%</td> <td>7%</td> </tr> <tr> <td>75-84%</td> <td>20%</td> </tr> <tr> <td>85-100%</td> <td>73%</td> </tr> <tr> <td><b>Average</b></td> <td><b>88%</b></td> </tr> </table> <p style="text-align: center;"><b>2009-2010 Spanish Proficiency Exam Results: TBA</b></p> | Below 65%      | 25%                | 65-84%          | 51%                | 85-100% | 24%           | <b>Average</b> | <b>72%</b> | Below 65%  | >1% | 65-74% | 7%               | 75-84% | 20% | 85-100%   | 73% | <b>Average</b> | <b>88%</b>  |     |    |       |     |     |    |       |     |     |    |
| Below 65%  | 25%   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| 65-84%   | 51%   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| 85-100%  | 24%   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| <b>Average</b>   | <b>72%</b>  |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| Below 65%  | >1%   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| 65-74%   | 7%  |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| 75-84%   | 20%   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| 85-100%  | 73%   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| <b>Average</b>   | <b>88%</b>  |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| <p><b>Other Variables:</b><br/>Significant Impact is + or - 5% standard error</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td>X</td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>X</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td></td> </tr> <tr> <td>Hispanic:</td> <td>X</td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis |                    |         | Race Analysis |                | X          | AIS Impact |     | X      | Saturday Academy |        |     | Hispanic: | X   |                | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p>The overall average score of Hispanic students on the Term 1 Final Exam is 95%. The median score is a 97%. The highest score and mode is 100% and the lowest score is 80%. Although not all of my Hispanic students are fluent speakers of Spanish, they receive more input at home than my other students. Therefore, their listening comprehension skills are higher functioning than that of my other students.</p> |     |    |       |     |     |    |       |     |     |    |
| Variable:  | Yes   | No             |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| Gender Analysis  |   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| Race Analysis  |   | X              |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| AIS Impact   |   | X              |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| Saturday Academy   |   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| Hispanic:  | X   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| <p><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>  | <p style="text-align: center;"><b>Weakness trends proved evident that:</b></p> <p>40% have difficulty applying vocabulary in communicative, real-life contexts even though they are able to identify them in listening and reading.<br/>20% of the students have difficulty with answering multiple choice questions in which the questions and answers are written in Spanish.</p>   |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |
| <p><b>Current &amp; Ongoing Next Steps:</b></p>  | <p>Develop specific strategies that support students with being able to apply the vocabulary in real-world contexts by including more cloze exercises.<br/>Develop specific strategies that support students with being able to understand and answer questions written in Spanish by including more Spanish multiple choice question exercises.</p>  |                |                    |                 |                    |         |               |                |            |            |     |        |                  |        |     |           |     |                |   |     |    |       |     |     |    |       |     |     |    |

CEP Needs Assessment  
Subject: Spanish  
Grade: 9th

| <p style="text-align: center;"><b>Marking Period Benchmarks:</b></p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p style="text-align: center;"><b>Analysis of Marking Period Benchmarks:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: center;">Marking Period</th> <th style="text-align: center;">Predicted</th> <th style="text-align: center;">Actual</th> <th style="text-align: center;">Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">T1MP1</td> <td style="text-align: center;">85%+</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">1%</td> </tr> <tr> <td style="text-align: center;">T1MP2</td> <td style="text-align: center;">85%+</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">-6%</td> </tr> <tr> <td style="text-align: center;">T1MP3</td> <td style="text-align: center;">85%+</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">-9%</td> </tr> <tr> <td style="text-align: center;">T2MP1</td> <td style="text-align: center;">85%+</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">-10%</td> </tr> <tr> <td style="text-align: center;">T2MP2</td> <td style="text-align: center;">85%+</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">-1%</td> </tr> <tr> <td style="text-align: center;">T2MP3</td> <td style="text-align: center;">85%+</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">+3%</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%+          | 86%   | 1%   | T1MP2      | 85%+ | 79%      | -6%              | T1MP3         | 85%+ | 74%                 | -9%           | T2MP1                         | 85%+   | 75%                       | -10% | T2MP2             | 85%+ | 84% | -1% | T2MP3 | 85%+ | 88% | +3% |
|---|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-------|------|------------|------|----------|------------------|---------------|------|---------------------|---------------|-------------------------------|--|---------------------------|------|-------------------|------|-----|-----|-------|------|-----|-----|
| Marking Period  | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| T1MP1   | 85%+   | 86%            | 1%                 |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| T1MP2   | 85%+   | 79%            | -6%                |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| T1MP3   | 85%+   | 74%            | -9%                |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| T2MP1   | 85%+   | 75%            | -10%               |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| T2MP2   | 85%+   | 84%            | -1%                |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| T2MP3   | 85%+   | 88%            | +3%                |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAM MODEL<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS</p>   | <p style="text-align: center;">2009-2010 Spanish Final Exam Results:</p> <table style="width: 100%; margin: 0 auto;"> <tr> <td style="width: 70%;">95-100</td> <td style="text-align: right;">10.5</td> </tr> <tr> <td>90-100</td> <td style="text-align: right;">14.5</td> </tr> <tr> <td>85-89</td> <td style="text-align: right;">16.3</td> </tr> <tr> <td>75-84</td> <td style="text-align: right;">25.1</td> </tr> <tr> <td>65-74</td> <td style="text-align: right;">28</td> </tr> <tr> <td>Below 65</td> <td style="text-align: right;">21</td> </tr> <tr> <td>Grade Average</td> <td style="text-align: right;">73.5</td> </tr> </table> <p style="text-align: center; margin: 10px 0;">Progress</p> <table style="width: 100%; margin: 0 auto;"> <tr> <td style="width: 70%;">Year's growth Range</td> <td style="text-align: right;">N/A<br/>36-100</td> </tr> <tr> <td>2009-2010 Final Exam Results:</td> <td style="text-align: right;">TBA</td> </tr> <tr> <td>2009-2010 ACUITY Results:</td> <td style="text-align: right;">TBA</td> </tr> <tr> <td>Diagnostic Exam 1</td> <td style="text-align: right;">60%</td> </tr> </table>  | 95-100         | 10.5               | 90-100          | 14.5               | 85-89 | 16.3          | 75-84 | 25.1 | 65-74      | 28   | Below 65 | 21               | Grade Average | 73.5 | Year's growth Range | N/A<br>36-100 | 2009-2010 Final Exam Results: | TBA  | 2009-2010 ACUITY Results: | TBA  | Diagnostic Exam 1 | 60%  |     |     |       |      |     |     |
| 95-100  | 10.5   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| 90-100  | 14.5   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| 85-89   | 16.3   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| 75-84   | 25.1   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| 65-74   | 28   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Below 65  | 21   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Grade Average   | 73.5   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Year's growth Range   | N/A<br>36-100  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| 2009-2010 Final Exam Results:   | TBA  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| 2009-2010 ACUITY Results:   | TBA  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Diagnostic Exam 1   | 60%  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| <p style="text-align: center;"><b>Other Variables:</b></p> <p style="text-align: center;">Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: center;">Variable:</th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Gender Analysis</td> <td style="text-align: center;"></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">Race Analysis</td> <td style="text-align: center;">X</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">AIS Impact</td> <td style="text-align: center;"></td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">Saturday Academy</td> <td style="text-align: center;"></td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;">Other:</td> <td style="text-align: center;"></td> <td style="text-align: center;">No</td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis |                    | X     | Race Analysis | X     |      | AIS Impact |      | X        | Saturday Academy |               | No   | Other:              |               | No                            | <p style="text-align: center;"><b>Theory/Explanation:</b></p> <p>There was no difference in the variables except for race, which broke down in the following way:</p> <p style="margin-left: 40px;">Asian-75<br/>Hispanic-90<br/>Black-74<br/>White-70</p> <p>The greatest difference is justified by the fact that Hispanic students will naturally do better in Spanish. However, Asian students did better than White students by 5% and Black students did better by 4%.</p> |                           |      |                   |      |     |     |       |      |     |     |
| Variable:   | Yes  | No             |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Gender Analysis   |  | X              |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Race Analysis   | X  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| AIS Impact  |  | X              |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Saturday Academy  |  | No             |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| Other:  |  | No             |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| <p style="text-align: center;"><b>Conclusion of Needs Assessment &amp; Data Analysis:</b></p>   | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>One may begin to assume that the lower scores for White students is because they are the majority and there are a certain group of white students who are low performing and reduce the overall average scores.</p> <p>The scores for the beginning of Term 2 were partly the result of the change in the student roster for the 9th grade sections. Students had to get used to another teacher, classmates, and seating assignments. If this happens in the future, there will have to be a greater orientation for the students when they are switched mid-year.</p>   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |
| <p style="text-align: center;"><b>Current &amp; Ongoing Next Steps:</b></p>   | <p>We will continue with differentiated lessons and consistent one-on-one conferencing with low-performing students in all ethnic areas. Parental contact via phone and email will be done more frequently and possible Ed-line communication for greater accountability.</p>  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                     |               |                               |  |                           |      |                   |      |     |     |       |      |     |     |

CEP Needs Assessment  
Subject: Spanish  
Grade: 10th

| <p>Analysis of Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="787 457 1317 705"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>75%</td> <td>-10%</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>60%</td> <td>-15%</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>68%</td> <td>-17%</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>75%</td> <td>-10%</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>74%</td> <td>-11%</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>78%</td> <td>-7%</td> </tr> </tbody> </table>  | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 75%   | -10% | T1MP2      | 85%  | 60%      | -15%             | T1MP3         | 85%  | 68%                    | -17%  | T2MP1         | 85%  | 75%   | -10%  | T2MP2           | 85%         | 74%               | -11%      | T2MP3             | 85%       | 78% | -7% |
|--|--|----------------|--------------------|-----------------|--------------------|-------|---------------|-------|------|------------|------|----------|------------------|---------------|------|------------------------|-------|---------------|--|-------|-------|-----------------|-------------|-------------------|-----------|-------------------|-----------|-----|-----|
| Marking Period   | Predicted  | Actual         | Net +/- Difference |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| T1MP1  | 85%  | 75%            | -10%               |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| T1MP2  | 85%  | 60%            | -15%               |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| T1MP3  | 85%  | 68%            | -17%               |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| T2MP1  | 85%  | 75%            | -10%               |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| T2MP2  | 85%  | 74%            | -11%               |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| T2MP3  | 85%  | 78%            | -7%                |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAM MODEL<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS</p>  | <p>2009-2010 Spanish Final Exam Results:</p> <table border="1" data-bbox="824 737 1300 930"> <tbody> <tr> <td>95-100</td> <td>2.1</td> </tr> <tr> <td>90-100</td> <td>7.5</td> </tr> <tr> <td>85-89</td> <td>3.2</td> </tr> <tr> <td>75-84</td> <td>17.2</td> </tr> <tr> <td>65-74</td> <td>37.6</td> </tr> <tr> <td>Below 65</td> <td>30.1</td> </tr> <tr> <td>Grade Average</td> <td>67.9</td> </tr> </tbody> </table> <p>Progress</p> <table border="1" data-bbox="797 982 1300 1066"> <tbody> <tr> <td>Mean Proficiency Level</td> <td>68.5%</td> </tr> <tr> <td>Year's growth</td> <td>N/A</td> </tr> <tr> <td>Range</td> <td>37-99</td> </tr> </tbody> </table> <p>2009-2010 Final Exam Results: TBA</p> <p>2009-2010 ACUITY Results:</p> <table border="1" data-bbox="797 1119 1300 1203"> <tbody> <tr> <td>Predictive Exam</td> <td><u>75</u> %</td> </tr> <tr> <td>Diagnostic Exam 1</td> <td><u>No</u></td> </tr> <tr> <td>Diagnostic Exam 2</td> <td><u>No</u></td> </tr> </tbody> </table> | 95-100         | 2.1                | 90-100          | 7.5                | 85-89 | 3.2           | 75-84 | 17.2 | 65-74      | 37.6 | Below 65 | 30.1             | Grade Average | 67.9 | Mean Proficiency Level | 68.5% | Year's growth | N/A  | Range | 37-99 | Predictive Exam | <u>75</u> % | Diagnostic Exam 1 | <u>No</u> | Diagnostic Exam 2 | <u>No</u> |     |     |
| 95-100   | 2.1  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| 90-100   | 7.5  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| 85-89  | 3.2  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| 75-84  | 17.2   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| 65-74  | 37.6   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Below 65   | 30.1   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Grade Average  | 67.9   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Mean Proficiency Level   | 68.5%  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Year's growth  | N/A  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Range  | 37-99  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Predictive Exam  | <u>75</u> %  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Diagnostic Exam 1  | <u>No</u>  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Diagnostic Exam 2  | <u>No</u>  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| <p>Other Variables:</p> <p>Significant Impact is + or - 5% standard error</p> <table border="1" data-bbox="151 1314 623 1535"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td></td> </tr> <tr> <td>AIS Impact</td> <td></td> <td>X</td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td>No</td> </tr> <tr> <td>Other:</td> <td></td> <td>No</td> </tr> </tbody> </table> | Variable:  | Yes            | No                 | Gender Analysis |                    |       | Race Analysis |       |      | AIS Impact |      | X        | Saturday Academy |               | No   | Other:                 |       | No            | <p>Theory/Explanation:</p> <p>AIS attendance was very low, with some students claiming that they did not know they had AIS. Clear notification of the AIS schedule could help. Parent notification of student non-attendance is helpful but did not resolve the issue entirely. For students in attendance, it gave them the opportunity to work on tasks not completed in class. The reason for difference in achievement is not easily quantified but did not visibly make a difference.</p> |       |       |                 |             |                   |           |                   |           |     |     |
| Variable:  | Yes  | No             |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Gender Analysis  |  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Race Analysis  |  |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| AIS Impact   |  | X              |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Saturday Academy   |  | No             |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| Other:   |  | No             |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>   | <p>Weakness trends proved evident that:</p> <p>Students did not meet the 85% expectation for the final exams given, which reduced the overall average of scores, due to a lack of the students' prior knowledge. These results came about because of low expectations about the rigor required for language acquisition. Greater emphasis on the importance of language must be acknowledged for students to achieve at the 85% level. Additionally, exams given need to reflect the Regent's Exam, which is actually easier than the "homemade", or non-standardized exams. An average of 12% average under the projection resulted for all marking periods. The above numbers will be increased if exams are derived and simulate current state exams.</p>   |                |                    |                 |                    |       |               |       |      |            |      |          |                  |               |      |                        |       |               |  |       |       |                 |             |                   |           |                   |           |     |     |

|                               |   |
|-------------------------------|---|
| Current & Ongoing Next Steps: | Create motivational and self-help tools by way of technology, music, and interactive role-play and quantify the effects.<br>Three levels of differentiation based on students' weaknesses will be developed for every lesson.<br>Student surveys will be conducted to assess what and how they want to learn as long as it can be accommodated by the agreed upon curriculum. |
|-------------------------------|---|

Analysis Completed & Certified by: Matthew Hamilton Date: 6/10/10  
CEP Needs Assessment  
Subject: Spanish  
Grade: 11

| <p>Marking Period Benchmarks:</p> <p>Teachers created marking period benchmarks as a standard of measure in order to set goals for each marking period and then analyze actual performance. Examples of benchmarks are as follows: unit exams, portfolio pieces, mid year exams, final exams, labs, major writing assignments.</p>   | <p>Analysis of Marking Period Benchmarks:</p> <table border="1" data-bbox="776 611 1295 842"> <thead> <tr> <th>Marking Period</th> <th>Predicted</th> <th>Actual</th> <th>Net +/- Difference</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>85%</td> <td>74</td> <td>-11</td> </tr> <tr> <td>T1MP2</td> <td>85%</td> <td>75</td> <td>-10</td> </tr> <tr> <td>T1MP3</td> <td>85%</td> <td>74</td> <td>-11</td> </tr> <tr> <td>T2MP1</td> <td>85%</td> <td>86</td> <td>+1</td> </tr> <tr> <td>T2MP2</td> <td>85%</td> <td>86</td> <td>+1</td> </tr> <tr> <td>T2MP3</td> <td>85%</td> <td>84</td> <td>-1</td> </tr> </tbody> </table> | Marking Period | Predicted          | Actual          | Net +/- Difference | T1MP1 | 85%           | 74       | -11    | T1MP2         | 85% | 75 | -10              | T1MP3 | 85% | 74     | -11 | T2MP1 | 85%  | 86 | +1 | T2MP2 | 85% | 86 | +1 | T2MP3 | 85% | 84 | -1 |
|--|---|----------------|--------------------|-----------------|--------------------|-------|---------------|----------|--------|---------------|-----|----|------------------|-------|-----|--------|-----|-------|--|----|----|-------|-----|----|----|-------|-----|----|----|
| Marking Period   | Predicted   | Actual         | Net +/- Difference |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| T1MP1  | 85%   | 74             | -11                |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| T1MP2  | 85%   | 75             | -10                |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| T1MP3  | 85%   | 74             | -11                |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| T2MP1  | 85%   | 86             | +1                 |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| T2MP2  | 85%   | 86             | +1                 |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| T2MP3  | 85%   | 84             | -1                 |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| <p>Standardized Assessment(s) of Measure:</p> <p>ACUITY<br/>STATE EXAMS<br/>PREDICTIVES<br/>FINALS<br/>MID YEAR EXAMS<br/>PRACTICE TESTS<br/>LAST YEAR'S EXAMS</p>   | <p style="text-align: center;">2010 January Midterm<br/>January 2010 Term 1 Final<br/>12.6 %</p> <table border="1" data-bbox="776 936 1295 1073"> <tbody> <tr> <td>85-89</td> <td>2.8 %</td> </tr> <tr> <td>75-84</td> <td>30.9 %</td> </tr> <tr> <td>65-74</td> <td>18.6 %</td> </tr> <tr> <td>Below 65</td> <td>29.9 %</td> </tr> <tr> <td>Grade Average</td> <td>74</td> </tr> </tbody> </table> <p style="text-align: center;">2009-2010                      Regents: TBA</p>  | 85-89          | 2.8 %              | 75-84           | 30.9 %             | 65-74 | 18.6 %        | Below 65 | 29.9 % | Grade Average | 74  |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| 85-89  | 2.8 %   |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| 75-84  | 30.9 %  |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| 65-74  | 18.6 %  |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| Below 65   | 29.9 %  |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| Grade Average  | 74  |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| <p>Other Variables:</p> <p style="text-align: center;">Significant Impact<br/>is + or - 5%<br/>standard error</p> <table border="1" data-bbox="151 1272 613 1444"> <thead> <tr> <th>Variable:</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Gender Analysis</td> <td></td> <td></td> </tr> <tr> <td>Race Analysis</td> <td></td> <td></td> </tr> <tr> <td>AIS Impact</td> <td>x</td> <td></td> </tr> <tr> <td>Saturday Academy</td> <td></td> <td></td> </tr> <tr> <td>Other:</td> <td></td> <td></td> </tr> </tbody> </table> | Variable:   | Yes            | No                 | Gender Analysis |                    |       | Race Analysis |          |        | AIS Impact    | x   |    | Saturday Academy |       |     | Other: |     |       | <p style="text-align: center;">Theory/Explanation:</p> <p>Students attending AIS sessions improved their speaking and writing performance in the foreign language.</p> |    |    |       |     |    |    |       |     |    |    |
| Variable:  | Yes   | No             |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| Gender Analysis  |   |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| Race Analysis  |   |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| AIS Impact   | x   |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| Saturday Academy   |   |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| Other:   |   |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| <p>Conclusion of Needs Assessment &amp; Data Analysis:</p>   | <p style="text-align: center;">Weakness trends proved evident that:</p> <p>Students struggle with their writing skills considering a picture prompt, letters and articles sent to a newspaper.<br/>Students have difficulties in discriminating information based on a listening passage.<br/>Students have difficulties in following a logical sequence of events when they start planning a writing piece.</p>  |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |
| <p>Current &amp; Ongoing Next Steps:</p>   | <p>Continue assigning writing tasks to students so that they can follow the rubrics used in the real Spanish Regents.<br/>Provide students with individual feedback<br/>Have students expose to peer and self evaluation<br/>Review sessions can be implemented after school and on Saturdays.<br/>Students need more reading strategies: elimination of wrong answers, identifying main ideas and details.</p>   |                |                    |                 |                    |       |               |          |        |               |     |    |                  |       |     |        |     |       |  |    |    |       |     |    |    |       |     |    |    |

Analysis Completed & Certified by: M. Pinedo Date: June 10, 2010

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. By June 2011, 75% of Scholars' Academy Students will exceed one year's growth in the area of English Language Arts. Each student will increase 2%, approximately 16 scale score points. 100% of ninth grade students will pass the English Regents with at least an 85.
2. By June 2011, for 100% of Scholars' Academy students to perform at an 85% or above grade level in Social Studies and for 95% of students to score a level 4 on all Social Studies exams. For 100% of Scholars' Academy High School students to achieve a passing score on the New York State US History and Government Regents Exam (ninth grade) and Global Studies Regents Exam (tenth grade) with at least 70% of the student body achieving a grade of 80% or higher.
3. By June 2011, each student in 6th, 7th, and 8th grade will have increased their math scale score from the previous year by 2% (approximately 16 scale score points), or maintained their level (if entering the grade with a perfect score). 100% passing with an 85 average on the Math Regents.
4. By June 2011, every student will be able to demonstrate application of science skills and individual growth as evidenced by a 10% increase in individual scores from midyear assessment to end of year assessment. A 100% passing rate on the Grade 8 State Science Exam and Living Environment Regents with an 85% average score. On the June Physics Regents Exam, 65% of students will pass with a score of 65% or higher.
5. By June 2011, 100% of students will have had a opportunity for a well-rounded, yet increasingly more specialized course of study in all areas of the arts, including visual arts, music, film, drama, dance, computer art and web design in accordance with Blueprint for the Arts.

6. By June 2011, 100% of Scholars' Academy students will demonstrate an understanding of the components to live an active and healthy life consistent to living with the NY State Health and PE Standards, as evidenced by 100% of students earning an 85% cumulative yearly average.
  
7. By June 2011, 100% of Scholars' Academy Juniors and Seniors will experience first hand and use distance learning for exposure to approximately fifteen corporate careers and career paths to help overcome difficulties students in the Rockaway vicinity have accessing corporate settings.
  
8. By June 2011, the Scholars' Academy will proactively work to lower the number of "Respect for All Issues" and reduce OORS occurrences by 25%, student suspensions, student to student sexual harassment, bullying, and work to prevent recidivism.
  
9. Select students will successfully complete advanced placement courses through a blended model of virtual and traditional, face to face instruction for the duration of the 2010-2011 school year.
  
10. 100% of students in the 7th grade will receive and participate in an online, standards based, individualized and interactive Spanish curriculum. These students will work individually at their own pace under the guidance, direction and supervision of Ms. Elizabeth Cave during the 2010-2011 school-year.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

|  |  |
|--|--|
| <b>Subject/Area (where relevant):</b>  | <b>ELA</b>   |
| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | <b>By June 2011, 75% of Scholars’ Academy Students will reach one years growth in the area of English Language Arts. Each Student will increase 2% approximately 16 scale score points.</b><br><b>100% of students will pass the English Regents with at least an 85.</b>  |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <b>Data on students in the Scholars’ Academy is constantly collected and reviewed by teachers. Previous years scores and portfolios are passed on to current teachers. Based on this data and classroom skills assessments, current classroom teachers create plans and conference with students to create individual educational goals for student growth. Students will be exposed to reading and writing in a variety of literary genres, including historical fiction, short stories, poetry, non-fiction and primary sources. All Scholars’ Academy students will be assessed for academic intervention and enrichment services based on skill set performance.</b> |
| <b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>             | <b>Contract for Excellence: Saturday programs, AIS and Regents Prep courses.</b><br><b>Summer AIS and Regents prep courses</b><br><b>Reading with Standards</b><br><b>Professional Development</b><br><b>FSF: Staff Developers</b><br><b>DIT Funds drive data analysis measuring interim goals</b><br><b>Title I ARRA</b>  |

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

**Progress will be evaluated based on:**

**At the Scholars' Academy, our teachers work to create a calendar of benchmarks that are grade specific for each subject. The teachers work with our professional development team to align these benchmarks with our yearly goals. These calendars are generated in the spring after we have determined our goals for the next school year. They are evaluated and revised again early in both semesters of the school year. The latest data is used by teachers to help keep these calendars relevant as we try and evaluate future student success on state tests, Regents' Exams, and on their report cards. After each marking period, teachers gauge student success against the benchmarks that are determined for that marking period. Teachers compare the progress of their students against these benchmarks to determine student participation in academic interventions, Saturday school, and to drive instruction for that individual student in the classroom. Over time, each subject area will learn, via support and looping communication with the Data Inquiry Team, how to adjust the marking period review benchmarks for predictive value of progress toward meeting annual goals.**

ELA Interval of Periodic Review and Methods

**Grade 6**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 90%       | 88%    | -2                 | 88%                |
| T1MP2          | 88%       | 92%    | +4                 | 92%                |
| T1MP3          | 90%       | 92%    | +2                 | 92%                |
| T2MP1          | 90%       | 90%    | +0                 | 90%                |
| T2MP2          | 93%       | 93%    | +0                 | 93%                |
| T2MP3          | 95%       | 96%    | +1                 | 96%                |

**Grade 7**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85% +     | 87%    | +2                 | 87%                |
| T1MP2          | 91%+      | 88%    | -3                 | 88%                |
| T1MP3          | 92%+      | 88%    | -3                 | 88%                |
| T2MP1          | 92%+      | 94%    | +2                 | 94%                |
| T2MP2          | 92%+      | 93%    | +1                 | 93%                |
| T2MP3          | 92%+      | 93%    | +1                 | 93%                |

**Grade 8**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| MP1            | 85%       | 86%    | +1                 | 86%                |
| MP2            | 85%       | 86%    | +1                 | 86%                |
| MP3            | 90%       | 87%    | -3                 | 87%                |
| MP1            | 90%       | 89%    | -1                 | 89%                |
| MP2            | 90%       | 87%    | -3                 | 87%                |
| MP3            | 90%       | 89%    | -1                 | 89%                |

**Grade 9**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 90%    | 5                  | 90%                |
| T1MP2          | 85%       | 91%    | 6                  | 91%                |
| T1MP3          | 85%       | 89%    | 4                  | 89%                |
| T2MP1          | 85%       | 91%    | 6                  | 91%                |
| T2MP2          | 85%       | 93%    | 8                  | 93%                |
| T2MP3          | 85%       | 90%    | 5                  | 90%                |

**Grade 10**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 80%       | 83%    | +3%                | 83%                |
| T1MP2          | 85%       | 87%    | +2%                | 87%                |
| T1MP3          | 85%       | 88%    | +3%                | 88%                |
| T2MP1          | 85%       | 83%    | -2%                | 83%                |
| T2MP2          | 85%       | 87%    | +2%                | 87%                |
| T2MP3          | 85%       | 90%    | +5%                | 90%                |

**Grade 11**

| Marking Period | Predicted Average (Out of 9) | Actual Average (Out of 9) | Net +/- Difference | New Benchmark Goal |
|----------------|------------------------------|---------------------------|--------------------|--------------------|
| T1MP1          | 3/9                          | 2/9                       | -1                 | 3/9                |
| T1MP2          | 4/9                          | 4/9                       | 0                  | 4/9                |
| T1MP3          | 5/9                          | 4/9                       | -1                 | 4/9                |
| T2MP1          | 5/9                          | 5/9                       | 0                  | 5/9                |
| T2MP2          | 5/9                          | 5/9                       | 0                  | 5/9                |
| T2MP3          | 6/9                          | 6/9                       | 0                  | 6/9                |

**Social Studies**

**Subject/Area (where relevant):**

|   |   |
|---|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June 2011, for 100% of Scholars’ Academy students to perform at an 85% or above grade level in Social Studies and for 95% of students to score a level 4 on all Social Studies exams. For 100% of Scholars’ Academy High School students to achieve a passing score on the New York State US History and Government Regents Exam and Global Studies Regents Exam with at least 70% of the student body achieving a grade of 80% or higher.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>We will continue to implement the Scholars’ Academy prototype in social studies to ensure that students receive both whole group and small group instruction. We will continue to provide teacher modeling, conferencing, and DBQ practice. We will also use historical fiction novels to support the content area study units, as well as a variety of other sources and genres. When trends begin to appear, we will continually review portfolios, data binders, assessments and conference notes to further guide instruction. Teachers will continue to meet during their common planning times to establish if students identified as at risk are making sufficient progress. Teachers will also meet cross grade to ensure there is a continuous flow from 6<sup>th</sup> to 7<sup>th</sup> to 8<sup>th</sup> grade curriculums.</b></p>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <p><b>Contract For Excellence: Saturday AIS and Regents prep courses. Summer AIS and Regents prep courses.<br/>FSF: Staff Developer<br/>DIT funds drive data analysis of Interim goals<br/>Title I ARRA</b></p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval of periodic review; instrument(s) of measure; projected gains</p>  | <p><b>Progress will be evaluated based on:</b></p> <p><b>At the Scholars' Academy, our teachers work to create a calendar of benchmarks that are grade specific for each subject. The teachers work with our professional development team to align these benchmarks with our yearly goals. These calendars are generated in the spring after we have determined our goals for the next school year. They are evaluated and revised again early in both semesters of the school year. The latest data is used by teachers to help keep these calendars relevant as we try and evaluate future student success on state tests, Regents' Exams, and on their report cards. After each marking period, teachers gauge student success against the benchmarks that are determined for that marking period. Teachers compare the progress of their students against these benchmarks to determine student participation in academic interventions, Saturday school, and to drive instruction for that individual</b></p> |

**student in the classroom. Over time, each subject area will learn, via support and looping communication with the Data Inquiry Team, how to adjust the marking period review benchmarks for predictive value of progress toward meeting annual goals.**

Social Studies Interval of Periodic Review and Methods  
Grade 6

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 90%       | 94%    | +4%                | 94%                |
| T1MP2          | 90%       | 91%    | +1%                | 91%                |
| T1MP3          | 90%       | 91%    | +1%                | 91%                |
| T2MP1          | 90%       | 90%    | 0                  | 90%                |
| T2MP2          | 92%       | 95%    | +3                 | 95%                |
| T2MP3          | 93%       | 94%    | +1                 | 94%                |

Grade 7

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 88%    | +3%                | 88%                |
| T1MP2          | 87%       | 89%    | +2%                | 89%                |
| T1MP3          | 89%       | 89%    | 0                  | 89%                |
| T2MP1          | 92%       | 91%    | -1%                | 91%                |
| T2MP2          | 92%       | 91%    | -1%                | 91%                |
| T2MP3          | 92%       | 92%    | 0                  | 92%                |

Grade 8

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 86%    | +1%                | 86%                |
| T1MP2          | 85%       | 87%    | +2%                | 87%                |
| T1MP3          | 90%       | 90%    | 0                  | 90%                |
| T2MP1          | 90%       | 89%    | -1%                | 89%                |
| T2MP2          | 90%       | 88%    | -2%                | 88%                |
| T2MP3          | 90%       | 89%    | -1%                | 89%                |

Grade 9 (US History)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 90%    | 5%                 | 90%                |
| T1MP2          | 85%       | 92%    | 7%                 | 92%                |
| T1MP3          | 85%       | 91%    | 6%                 | 91%                |
| T2MP1          | 85%       | 85%    | 0                  | 85%                |
| T2MP2          | 85%       | 88%    | 3%                 | 88%                |
| T2MP3          | 85%       | 86%    | 1%                 | 86%                |

Grade 10 (Global Studies)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 80%       | 83%    | +3%                | 83%                |
| T1MP2          | 85%       | 87%    | +2%                | 87%                |
| T1MP3          | 85%       | 88%    | +3%                | 88%                |
| T2MP1          | 85%       | 83%    | -2%                | 83%                |
| T2MP2          | 85%       | 87%    | +2%                | 87%                |
| T2MP3          | 85%       | 90%    | 5%                 | 90%                |

Grade 11 (AP Government)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 70%       | 74%    | +4%                | 74%                |
| T1MP2          | 75%       | 77%    | +2%                | 77%                |
| T1MP3          | 80%       | 78%    | -2%                | 78%                |
| T2MP1          | 85%       | 80%    | -5%                | 80%                |
| T2MP2          | 85%       | 76%    | -9%                | 76%                |
| T2MP3          | 85%       | 78%    | -7%                | 78%                |

**Mathematics**

**Subject/Area (where relevant):**

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>By June 2011, each student in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade will have increased their scale score from the previous year by 2% (approximately 16 scale score points), or maintained their level (if entering the grade with a perfect score). 100% passing with an 85 average on Math Regents.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Upon a thorough analysis of the results of the 2008 NYS Mathematics Assessment an individualized intervention program, that includes remediation and reinforcement of identified weaknesses, will be launched. Teachers will also conference with students on a regular basis and evaluate data provided by Acuity assessments. Teachers will also differentiate instruction to meet the needs of the individual students and set clear expectations.</p>   |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <p>Contract for Excellence: Saturday programs, AIS and Regents Prep courses.<br/>Summer AIS and Regents prep courses<br/>Reading with Standards<br/>Professional Development<br/>FSF: Staff Developers<br/>DIT Funds drive data analysis measuring interim goals<br/>Title I ARRA</p>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval of periodic review; instrument(s) of measure; projected gains</p>  | <p>Progress will be evaluated based on:<br/>At the Scholars' Academy, our teachers work to create a calendar of benchmarks that are grade specific for each subject. The teachers work with our professional development team to align these benchmarks with our yearly goals. These calendars are generated in the spring after we have determined our goals for the next school year. They are evaluated and revised again early in both semesters of the school year. The latest data is used by teachers to help keep these calendars relevant as we try and evaluate future student success on state tests, Regents' Exams, and on their report cards. After each marking period, teachers gauge student success against the benchmarks that are determined for that marking period. Teachers compare the progress of their students against these benchmarks to determine student participation in academic interventions, Saturday school, and to drive instruction for that individual student in the classroom. Over time, each subject area will learn, via support and looping communication with the Data Inquiry Team, how to adjust the marking period review benchmarks for predictive value of progress toward meeting annual goals.</p> |

Mathematics Interval of Periodic Review and Methods

Grade 6

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 90%       | 87%    | -3%                | 87%                |
| T1MP2          | 90%       | 91%    | +1%                | 91%                |
| T1MP3          | 88%       | 87%    | -1%                | 87%                |
| T2MP1          | 90%       | 88%    | -2%                | 88%                |
| T2MP2          | 90%       | 90%    | 0%                 | 90%                |
| T2MP3          | 85%       | 88%    | +3%                | 88%                |

Grade 7

| Marking Period | Predicted | Actual | Net Difference +/- | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 90%       | 89%    | -1%                | 89%                |
| T1MP2          | 90%       | 88%    | -2%                | 88%                |
| T1MP3          | 90%       | 88%    | -2%                | 88%                |
| T2MP1          | 90%       | 89%    | -1%                | 89%                |
| T2MP2          | 90%       | 87%    | -3%                | 87%                |
| T2MP3          | 90%       | 87%    | -3%                | 87%                |

Grade 8

| Marking Period | Predicted | Actual | Net Difference +/- | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 89%    | +4%                | 89%                |
| T1MP2          | 85%       | 90%    | +5%                | 90%                |
| T1MP3          | 85%       | 89%    | +4%                | 89%                |
| T2MP1          | 85%       | 90%    | +5%                | 90%                |
| T2MP2          | 85%       | 88%    | +3%                | 88%                |
| T2MP3          | 85%       | 87%    | +2%                | 87%                |

## Grade 9

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 86%    | + 1%               | 86%                |
| T1MP2          | 80%       | 82%    | +2%                | 82%                |
| T1MP3          | 80%       | 82%    | +2%                | 82%                |
| T2MP1          | 85%       | 82%    | - 3%               | 83%                |
| T2MP2          | 80%       | 79%    | - 1%               | 79%                |
| T2MP3          | 80%       | 81%    | +1%                | 81%                |

## Grade 10

| Marking Period             | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------------------|-----------|--------|--------------------|--------------------|
| T1MP1                      | 80%       | 81%    | +1%                | 81%                |
| T1MP2                      | 80%       | 82%    | +2%                | 82%                |
| T1MP3<br>*midterm          | 80%       | 81%    | +1%                | 81%                |
| T2MP1                      | 80%       | 72%    | -8%                | 72%                |
| T2MP2<br>*practice regents | 85%       | 79%    | -6%                | 79%                |
| T2MP3<br>*regents          | 85%       | 81%    | 4%                 | 81%                |

## Grade 11 (Pre-Calculus)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 75%       | 88%    | +13%               | 88%                |
| T1MP2          | 80%       | 78%    | -2%                | 78%                |
| T1MP3          | 80%       | 77%    | -3%                | 77%                |
| T2MP1          | 75%       | 85%    | +10%               | 85%                |
| T2MP2          | 80%       | 77%    | -3%                | 77%                |
| T2MP3          | 80%       | 78%    | -2%                | 78%                |

Grade 11 (AP Calculus)

| <b>Marking Period</b> | <b>Predicted</b> | <b>Actual</b> | <b>Net +/- Difference</b> | <b>New Benchmark Goal</b> |
|-----------------------|------------------|---------------|---------------------------|---------------------------|
| T1MP1                 | 80%              | 91%           | +11%                      | 91%                       |
| T1MP2                 | 80%              | 84%           | +4%                       | 84%                       |
| T1MP3                 | 85%              | 80%           | -5%                       | 80%                       |
| T2MP1                 | 80%              | 81%           | +1%                       | 81%                       |
| T2MP2                 | 80%              | 83%           | +3%                       | 83%                       |
| T2MP3                 | 85%              | 82%           | -3%                       | 82%                       |

**Science**

**Subject/Area (where relevant):**

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June 2011, every student will be able to demonstrate application of science skills and individual growth as evidenced by a 10% increase in individual scores from midyear assessment to end of year assessment.</b><br/><b>A 100% passing rate on the Grade 8 science exam and Living Environment Regents with an 85% average score. On the Physics Regents, 65% of students will pass the Regents Exam with a score of 65% or higher.</b></p>  |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> <li>*Teacher modeling should reflect test-taking strategies and studying strategies.</li> <li>*One on one conferencing</li> <li>*Cumulative Unit Exams</li> <li>*Cumulative Mid-term exam</li> <li>*Hands-On Laboratory Activities with analysis and application of skills</li> <li>*Individual Student goal-setting</li> <li>*Teacher analysis of student data as a whole and individually – look for trends, patterns and pitfalls</li> <li>*Academic Intervention services for at-risk students</li> <li>*Making Connections between science and math, humanities, foreign language, art, phys. Ed, etc..</li> <li>*Interdisciplinary Science Fair Project.</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>              | <p><b>Contract for Excellence: Saturday programs, AIS and Regents Prep courses.</b><br/><b>Summer AIS and Regents prep courses</b><br/><b>Reading with Standards</b><br/><b>Professional Development</b><br/><b>FSF: Staff Developers</b><br/><b>DIT Funds drive data analysis measuring interim goals</b><br/><b>Title I ARRA</b></p>   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval of periodic review; instrument(s) of measure; projected gains</p>  | <p><b>Progress will be evaluated based on:</b></p> <p><b>At the Scholars' Academy, our teachers work to create a calendar of benchmarks that are grade specific for each subject. The teachers work with our professional development team to align these benchmarks with our yearly goals. These calendars are generated in the spring after we have determined our goals for the next school year. They are evaluated and revised again early in both semesters of the school year.</b></p>  |

The latest data is used by teachers to help keep these calendars relevant as we try and evaluate future student success on state tests, Regents' Exams, and on their report cards. After each marking period, teachers gauge student success against the benchmarks that are determined for that marking period. Teachers compare the progress of their students against these benchmarks to determine student participation in academic interventions, Saturday school, and to drive instruction for that individual student in the classroom. Over time, each subject area will learn, via support and looping communication with the Data Inquiry Team, how to adjust the marking period review benchmarks for predictive value of progress toward meeting annual goals.

Science Interval of Periodic Review and Methods

Grade 6:

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 75%       | 77%    | + 2 %              | 77%                |
| T1MP2          | 80%       | 83%    | +3%                | 83%                |
| T1MP3          | 85%       | 85%    | 0%                 | 85%                |
| T2MP1          | 85%       | 84%    | -1%                | 84%                |
| T2MP2          | 87%       | 87%    | 0%                 | 87%                |
| T2MP3          | 87%       | 89%    | +2%                | 89%                |

Grade 7 (Living Environment)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 86%    | +1%                | 86%                |
| T1MP2          | 85%       | 80%    | -5%                | 80%                |
| T1MP3          | 85%       | 82%    | -3%                | 82%                |
| T2MP1          | 85%       | 87%    | +2%                | 87%                |
| T2MP2          | 85%       | 88%    | +3%                | 88%                |
| T2MP3          | 85%       | 88%    | +3%                | 88%                |

Grade 8 (Earth Science)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 85%    | 0%                 | 85%                |
| T1MP2          | 85%       | 85%    | 0%                 | 85%                |
| T1MP3          | 85%       | 82%    | -3%                | 82%                |
| T2MP1          | 85%       | 85%    | 0%                 | 85%                |
| T2MP2          | 85%       | 87%    | +2%                | 87%                |
| T2MP3          | 85%       | 87%    | +2%                | 87%                |

Grade 9 (Physics)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 80%       | 76%    | -4%                | 76%                |
| T1MP2          | 82%       | 80%    | -2%                | 80%                |
| T1MP3          | 82%       | 79%    | -3%                | 79%                |
| T2MP1          | 85%       | 81%    | -4%                | 81%                |
| T2MP2          | 80%       | 78%    | -2%                | 78%                |
| T2MP3          | 80%       | 88%    | +8%                | 88%                |

Grade 10 (Chemistry)

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 80%    | - 5%               | 80%                |
| T1MP2          | 85%       | 80%    | -5%                | 80%                |
| T1MP3          | 85%       | 77%    | -8%                | 77%                |
| T2MP1          | 85%       | 90%    | + 5%               | 90%                |
| T2MP2          | 85%       | 79%    | - 6%               | 79%                |
| T2MP3          | 85%       | 80%    | -5%                | 80%                |

|  |   |
|--|---|
| <b>Subject/Area (where relevant):</b>  | <b>The Arts</b>   |
| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | <b>By June 2011, 100% of students will have had a opportunity for a well-rounded, yet increasingly more specialized course of study in all areas of the arts, including visual arts, music, film, drama, dance, computer art and web design in accordance with Blueprint for the Arts.</b>  |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <ul style="list-style-type: none"> <li>*Formation of two bands middle school high school through the addition of a second music teacher</li> <li>*Continuation of keyboard/piano classes throughout the grades</li> <li>*Addition of high school percussion option</li> <li>*Middle school band with high school support will have three performances prior to June 2009</li> <li>*Formation of a sixth grade band homeroom</li> <li>*Practice rehearsal schedule including extended day with some before school and lunch ensembles</li> <li>*Continuing arts partnerships with Broadway Junior (MTI), Magic Box, Rockaway Artists Alliance and Take the Lead Ballroom Dance</li> <li>*Add second visual arts teacher</li> <li>*Continue utilization of curriculum map to drive art instruction</li> </ul> |
| <b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>             | <b>FSF</b><br><b>Project Arts</b><br><b>Parent/PTA donations</b><br><b>Title I ARRA (If necessary)</b>  |
| <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>  | <b>Progress will be evaluated based on:</b><br><br><b>At the Scholars' Academy, our teachers work to create a calendar of benchmarks that are grade specific for each subject. The teachers work with our professional development team to align these benchmarks with our yearly goals. These calendars are generated in the spring after we have determined our goals for the next school year. They are evaluated and revised again early in both semesters of the school year. The latest data is used by teachers to help keep these calendars relevant as we try and evaluate future student success on state tests, Regents' Exams, and on their report cards. After each marking period, teachers gauge student success against the</b>   |

benchmarks that are determined for that marking period. Teachers compare the progress of their students against these benchmarks to determine student participation in academic interventions, Saturday school, and to drive instruction for that individual student in the classroom. Over time, each subject area will learn, via support and looping communication with the Data Inquiry Team, how to adjust the marking period review benchmarks for predictive value of progress toward meeting annual goals.

The Arts Interval of Periodic Review and Methods

**Middle School Visual Arts:  
Grade 6**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 90%    | 5                  | 90%                |
| T1MP2          | 85%       | 92%    | 7                  | 92%                |
| T1MP3          | 88%       | 93%    | 5                  | 93%                |
| T2MP1          | 90%       | 96%    | 6                  | 96%                |
| T2MP2          | 92%       | 92%    | 0                  | 92%                |
| T2MP3          | 94%       | 96%    | 2                  | 96%                |

**Grade 7**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 89%    | 4                  | 89%                |
| T1MP2          | 85%       | 90%    | 5                  | 90%                |
| T1MP3          | 88%       | 92%    | 4                  | 92%                |
| T2MP1          | 92%       | 96%    | 4                  | 96%                |
| T2MP2          | 94%       | 96%    | 2                  | 96%                |
| T2MP3          | 94%       | 95%    | 1                  | 95%                |

**Grade 8**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 90%    | 5                  | 90%                |
| T1MP2          | 85%       | 92%    | 7                  | 92%                |
| T1MP3          | 88%       | 91%    | 3                  | 91%                |
| T2MP1          | 92%       | 93%    | 1                  | 93%                |
| T2MP2          | 94%       | 95%    | 1                  | 95%                |
| T2MP3          | 95%       | 97%    | 2                  | 97%                |

**Grade 9**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 80%       | 84%    | +4                 | 84%                |
| T1MP2          | 80%       | 84%    | +4                 | 84%                |
| T1MP3          | 80%       | 78%    | -2                 | 78%                |
| T2MP1          | 80%       | 90%    | +10                | 90%                |
| T2MP2          | 80%       | 85%    | +5                 | 85%                |
| T2MP3          | 80%       | 86%    | +6                 | 86%                |

**Grade 10**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 80%       | 86%    | +6                 | 86%                |
| T1MP2          | 80%       | 87%    | +7                 | 87%                |
| T1MP3          | 80%       | 85%    | +5                 | 85%                |
| T2MP1          | 80%       | 89%    | +9                 | 89%                |
| T2MP2          | 80%       | 84%    | +4                 | 84%                |
| T2MP3          | 80%       | 85%    | +5                 | 85%                |

**Grade 11**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 80%       | 87%    | +7                 | 87%                |
| T1MP2          | 80%       | 84%    | +4                 | 84%                |
| T1MP3          | 80%       | 86%    | +6                 | 86%                |
| T2MP1          | 80%       | 86%    | +6                 | 86%                |
| T2MP2          | 80%       | 84%    | +4                 | 84%                |
| T2MP3          | 80%       | 84%    | +4                 | 84%                |

**Middle School Performance Arts:****Grade 6**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 93%    | +8%                | 93%                |
| T1MP2          | 85%       | 91%    | +6                 | 91%                |
| T1MP3          | 85%       | 90%    | +5                 | 90%                |
| T2MP1          | 85%       | 89%    | +4                 | 89%                |
| T2MP2          | 90%       | 91%    | +1                 | 91%                |
| T2MP3          | 85%       | 89%    | +4                 | 89%                |

**Grade 7**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 90%    | 5                  | 90%                |
| T1MP2          | 85%       | 88%    | 3                  | 88%                |
| T1MP3          | 85%       | 86%    | +1                 | 86%                |
| T2MP1          | 85%       | 88%    | +3                 | 88%                |
| T2MP2          | 90%       | 95%    | +5                 | 95%                |
| T2MP3          | 85%       | 85%    | 0                  | 85%                |

**Grade 8**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 85%       | 85%    | 0                  | 85%                |
| T1MP2          | 85%       | 93%    | +8                 | 93%                |
| T1MP3          | 85%       | 92%    | +7                 | 92%                |
| T2MP1          | 85%       | 90%    | +5                 | 90%                |
| T2MP2          | 85%       | 95%    | +10                | 95%                |
| T2MP3          | 85%       | 93%    | +8                 | 93%                |

**Grade 9**

| Marking Period | Predicted | Actual | Net +/- Difference | New Benchmark Goal |
|----------------|-----------|--------|--------------------|--------------------|
| T1MP1          | 80%       | 84%    | +4                 | 84%                |
| T1MP2          | 80%       | 84%    | +4                 | 84%                |
| T1MP3          | 80%       | 78%    | -2                 | 78%                |
| T2MP1          | 80%       | 90%    | +10                | 90%                |
| T2MP2          | 80%       | 85%    | +5                 | 85%                |
| T2MP3          | 80%       | 86%    | +6                 | 86%                |

**Film Grade 6**

| Marking period | predicted | actual | Net +/- | New Benchmark Goal |
|----------------|-----------|--------|---------|--------------------|
| T1MP1          | 85%       | 90%    | +5      | 90%                |
| T1MP2          | 85%       | 84%    | -1      | 84%                |
| T1MP3          | 90%       | 95%    | +5      | 95%                |
| T2MP1          | 85%       | 90%    | +5      | 90%                |
| T2MP2          | 85%       | 88%    | +3      | 88%                |
| T2MP3          | 85%       | 87%    | +2      | 87%                |

**Grade 7**

| <b>Marking Period</b> | <b>Predicted</b> | <b>Actual</b> | <b>Net +/-</b> | <b>New Benchmark Goal</b> |
|-----------------------|------------------|---------------|----------------|---------------------------|
| T1MP1                 | 85%              | 90%           | -5             | 90%                       |
| T1MP2                 | 90%              | 90%           | 0              | 90%                       |
| T1MP3                 | 85%              | 85%           | 0              | 85%                       |
| T2MP1                 | 90%              | 85%           | -5             | 85%                       |
| T2MP2                 | 85%              | 85%           | 0              | 85%                       |
| T2MP3                 | 85%              | 88%           | 3              | 88%                       |

**Grade 8**

| Marking Period | Predicted | Actual | Net +/- | New Benchmark Goal |
|----------------|-----------|--------|---------|--------------------|
| T1MP1          | 85%       | 85%    | 0       | 85%                |
| T1MP2          | 85%       | 90%    | +5      | 90%                |
| T1MP3          | 85%       | 90%    | +5      | 90%                |
| T2MP1          | 85%       | 95%    | +10     | 95%                |
| T2MP2          | 85%       | 82%    | -3      | 82%                |
| T2MP3          | 85%       | 87%    | +2      | 87%                |

**Subject/Area (where relevant):**

**Physical Education**

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p><b>By June 2011, 100% of Scholars’ Academy students will demonstrate an understanding of the components to live an active and healthy life consistent to living with the NY State Health and PE. Standards as evidenced by 100% of students earning an 85% cumulative yearly average.</b></p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>The health curriculum needs to be clear and presented to all students. Teachers need to be trained with the latest information pertaining to the subject area. Students need access to the Internet in order to explore areas of interest, assignments and projects. The Wellness Center/Fitness Room needs to be complete in order to allow for circuit training and assist students with their individualized health goals</b></p> |

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

**FSF**  
**PTA Donations**  
**General Parent/Private Donations**  
**Title I ARRA (If necessary)**

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval of periodic review; instrument(s) of measure; projected gains*

**Progress will be evaluated based on:**

**At the Scholars' Academy, our teachers work to create a calendar of benchmarks that are grade specific for each subject. The teachers work with our professional development team to align these benchmarks with our yearly goals. These calendars are generated in the spring after we have determined our goals for the next school year. They are evaluated and revised again early in both semesters of the school year. The latest data is used by teachers to help keep these calendars relevant as we try and evaluate future student success on state tests, Regents' Exams, and on their report cards. After each marking period, teachers gauge student success against the benchmarks that are determined for that marking period. Teachers compare the progress of their students against these benchmarks to determine student participation in academic interventions, Saturday school, and to drive instruction for that individual student in the classroom. Over time, each subject area will learn, via support and looping communication with the Data Inquiry Team, how to adjust the marking period review benchmarks for predictive value of progress toward meeting annual goals.**

Physical Education Interval of Periodic Review and Methods

**Middle School Physical Education**

| Marking Period | Predicted outcome | Actual Outcome | Net Difference +/- | New Benchmark Goal |
|----------------|-------------------|----------------|--------------------|--------------------|
| T1MP1          | 90%               | 92%            | +2                 | 92%                |
| T1MP3          | 95%               | 94%            | -1                 | 94%                |
| T2MP2          | 85%               | 88%            | +3                 | 88%                |

**High School Physical Education**

|  | Marking Period | Predicted Outcome | Actual Outcome | Net Difference +/- | New Benchmark Goal |
|--|----------------|-------------------|----------------|--------------------|--------------------|
|  | T1MP1          | 90%               | 93%            | +3                 | 93%                |
|  | T1MP3          | 95%               | 96%            | +1                 | 96%                |
|  | T2MP2          | 85%               | 88%            | +3                 | 88%                |

**Career Awareness Mentoring**

**Subject Area:**

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

**By June 2011, 100% of Scholars' Academy Juniors and Seniors will experience first hand and use distance learning for exposure to approximately fifteen corporate careers and career paths to help overcome difficulties students in the Rockaway vicinity have accessing corporate settings.**

| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><b>Prior to the start of the 2010-2011 School Year:</b><br/> <b>Scholars Academy and Broadridge representatives will continue to interface and plan next steps.</b><br/> <b>September 2010:</b><br/> <b>Scholars' Academy will host the eight volunteer mentors from Broadridge and seniors will choose which of the eight groups/mentors they would like to work with.</b><br/> <b>October/November/December 2010:</b><br/> <b>Monthly video-conferencing with groups and mentors utilizing the Technology Enabled Active Learning (TEAL) Lab.</b><br/> <b>Term II 2011:</b><br/> <b>Mentors continue to work with and expose the senior class to real world corporate work experiences through distance learning and a trip to Broadridge Financial.</b></p>   |                |                  |                    |              |                    |       |                                  |   |    |   |
|---|---|----------------|------------------|--------------------|--------------|--------------------|-------|----------------------------------|---|----|---|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p><b>FSF</b><br/> <b>PTA Donations</b><br/> <b>Broadridge Financial Contribution of transportation and the time of mentors</b><br/> <b>Title I ARRA (If necessary)</b></p>   |                |                  |                    |              |                    |       |                                  |   |    |   |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>  | <p><b>Progress will be evaluated based on:</b><br/> <b>At the Scholars' Academy, our teachers work to create a calendar of benchmarks that are grade specific for each subject. The teachers work with our professional development team to align these benchmarks with our yearly goals. These calendars are generated in the spring after we have determined our goals for the next school year. They are evaluated and revised again early in both semesters of the school year. The latest data is used by teachers to help keep these calendars relevant as we try and evaluate future student success on state tests, Regents' Exams, and on their report cards. After each marking period, teachers gauge student success against the benchmarks that are determined for that marking period. Teachers compare the progress of their students against these benchmarks to determine student participation in academic interventions, Saturday school, and to drive instruction for that individual student in the classroom. Over time, each subject area will learn, via support and looping communication with the Data Inquiry Team, how to adjust the marking period review benchmarks for predictive value of progress toward meeting annual goals.</b><br/> <b>Broadridge Financial Interim Indicators of Progress:</b></p> <table border="1" data-bbox="730 1279 1913 1425"> <thead> <tr> <th>Marking Period</th> <th>Predicted result</th> <th>Actual Result</th> <th>Net Gain +/-</th> <th>New Benchmark Goal</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td>Exposure to three careers in the</td> <td>2</td> <td>-1</td> <td>2</td> </tr> </tbody> </table> | Marking Period | Predicted result | Actual Result      | Net Gain +/- | New Benchmark Goal | T1MP1 | Exposure to three careers in the | 2 | -1 | 2 |
| Marking Period  | Predicted result  | Actual Result  | Net Gain +/-     | New Benchmark Goal |              |                    |       |                                  |   |    |   |
| T1MP1   | Exposure to three careers in the  | 2              | -1               | 2                  |              |                    |       |                                  |   |    |   |

|       |   |     |     |     |
|-------|---|-----|-----|-----|
|       | financial world   |     |     |     |
| T1MP2 | Exposure to three careers in the financial world  | 2   | -1  | 2   |
| T1MP3 | Exposure to three careers in the financial world<br><br>Midterm Reflection on student experiences   | tbd | tbd | tbd |
| T2MP1 | Exposure to three careers in the financial world  | tbd | tbd | tbd |
| T2MP2 | Exposure to three careers in the financial world  | tbd | tbd | tbd |
| T2MP3 | Trip to Broadridge Financial and video reflection of student experience and any future aspirations for a possible career in the corporate world. For presentation to the current junior class | tbd | tbd | tbd |

**Subject/Area (where relevant):**

**Youth Development Needs**

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>By June 2011, the Scholars’ Academy will proactively work to lower the number of “Respect for All Issues” and reduce OORS occurrences by 25%, student suspensions, student to student sexual harassment, bullying, and work to prevent recidivism.</b></p>   |
| <p><b>Action Plan</b><br/> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><b>Prior to the start of the 2010-2011 School Year:</b></p> <ul style="list-style-type: none"> <li>- Establish criteria and policies to approach and monitor the issues mentioned above</li> <li>- Develop a youth development curriculum for 2010-211 to promote awareness and prevention of these issues. Curriculum will be used by push-in staff members and classroom teachers.</li> <li>- Maintain School Counselor and the hiring of an additional school counselor and counseling intern for additional student and staff support through Title I ARRA funding.</li> <li>- Maintain Dean through Title I ARRA funding.</li> </ul> <p><b>September – October</b></p> <ul style="list-style-type: none"> <li>- Staff will receive training on identification and prevention of “Respect for All” Issues and bullying scenarios</li> <li>- Survey of students prior to start of this curriculum</li> </ul> |

- Interactive Discipline Code assembly with all grades (NYC standards and measures)
- PTA meeting focusing on the discipline code book and “Respect for All” issues. Special attention will be paid to the role and rights of parents and students.
- Dean, Social Worker and School Counselor will make an appearance to every homeroom to clarify roles and procedures for gaining access to support staff
- Respect for all lessons generated by and through capital—connect-with-kids curriculum to be threaded into class sessions with teachers

**November-December**

- Continuation of curriculum presented to students
- Establish small group “advisory” based on needs:
  - students who have received suspension
  - Daily meetings weaned to weekly to reduce recidivism
- School Counselor and Social Worker will meet with students identified at PPT meetings to propose and role play alternate solutions to stressful situations.
- School Counselor and Social worker will meet with students identified as exhibiting social-emotional, academic, adjustment, and developmental issues.
- Dean, Social Worker and School Counselor will make an appearance to every homeroom to clarify roles and procedures for gaining access to support staff
- Respect for all lessons generated by and through capital—connect-with-kids curriculum to be threaded into class sessions with teachers
- PPT will continue to identify and support students exhibiting at-risk behavior
- Students displaying at-risk behavior will be referred to PPT team by school staff

**January – March**

- Identifying and meeting with 8<sup>th</sup> and 9<sup>th</sup> grade students and their parents who are slated to transfer to other schools for the following school year. Reviewing school discipline policies, expectations, Trip participation rules, suspension policies, and graduation walking rules.
- Utilize the Term II Parent Teacher Conferences to meet with the parents and/or guardians of students who are not complying with school procedures and policies
- Analyze suspension and ORS data to determine how grades, gender, race, feeder school, and transfer status has impacted student behavior.
- PPT will continue to identify and support students exhibiting at-risk behavior
- Students displaying at-risk behavior will be referred to PPT team by school staff

**April – June**

- Analyze location summary data of incidents to retrain and/or redistribute personnel
- Review expectations and requirements for year-end trips, school events, and graduation

|   | <ul style="list-style-type: none"> <li>- PPT will continue to identify and support students exhibiting at-risk behavior</li> <li>- Students displaying at-risk behavior will be referred to PPT team by school staff</li> <li>- Respect for all lessons generated by and through capital—connect-with-kids curriculum to be threaded into class sessions with teachers</li> <li>- PPT will reflect on interventions used thus far and determine the level of effectiveness to plan for 2011-2012 school year.</li> </ul>   |                                    |                                    |                                    |              |                    |       |  |                                   |  |                                   |       |  |                                    |  |                                    |       |  |                                    |  |                                    |
|---|--|------------------------------------|------------------------------------|------------------------------------|--------------|--------------------|-------|--|-----------------------------------|--|-----------------------------------|-------|--|------------------------------------|--|------------------------------------|-------|--|------------------------------------|--|------------------------------------|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p><b>FSF</b><br/><b>PTA Donations</b><br/>Title I ARRA</p>  |                                    |                                    |                                    |              |                    |       |  |                                   |  |                                   |       |  |                                    |  |                                    |       |  |                                    |  |                                    |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>                                   | <p><b>Progress will be evaluated based on:</b><br/>At the Scholars' Academy, our staff members work to create a calendar of benchmarks that are grade specific for students. These figures will be reviewed and modified several times during the school year to make certain they are accurate and to identify positive or negative trends. Since this is our first year with a Youth Development Goal, the actual statistics will be presented as our Actual data and will be our basis for our New Benchmark Goal.</p> <p>Youth Development Interim Indicators of Progress:</p> <table border="1" data-bbox="737 902 1915 1334"> <thead> <tr> <th>Marking Period</th> <th>Predicted number of ORRS incidents</th> <th>Actual ORRS (2009-2010)</th> <th>Net Gain +/-</th> <th>New Benchmark Goal</th> </tr> </thead> <tbody> <tr> <td>T1MP1</td> <td></td> <td>Level I-III = 8<br/>Level IV-V = 0</td> <td></td> <td>Level I-III = 6<br/>Level IV-V = 0</td> </tr> <tr> <td>T1MP2</td> <td></td> <td>Level I-III = 20<br/>Level IV-V = 4</td> <td></td> <td>Level I-III = 15<br/>Level IV-V = 3</td> </tr> <tr> <td>T1MP3</td> <td></td> <td>Level I-III = 33<br/>Level IV-V = 4</td> <td></td> <td>Level I-III = 27<br/>Level IV-V = 3</td> </tr> </tbody> </table> | Marking Period                     | Predicted number of ORRS incidents | Actual ORRS (2009-2010)            | Net Gain +/- | New Benchmark Goal | T1MP1 |  | Level I-III = 8<br>Level IV-V = 0 |  | Level I-III = 6<br>Level IV-V = 0 | T1MP2 |  | Level I-III = 20<br>Level IV-V = 4 |  | Level I-III = 15<br>Level IV-V = 3 | T1MP3 |  | Level I-III = 33<br>Level IV-V = 4 |  | Level I-III = 27<br>Level IV-V = 3 |
| Marking Period  | Predicted number of ORRS incidents   | Actual ORRS (2009-2010)            | Net Gain +/-                       | New Benchmark Goal                 |              |                    |       |  |                                   |  |                                   |       |  |                                    |  |                                    |       |  |                                    |  |                                    |
| T1MP1   |  | Level I-III = 8<br>Level IV-V = 0  |                                    | Level I-III = 6<br>Level IV-V = 0  |              |                    |       |  |                                   |  |                                   |       |  |                                    |  |                                    |       |  |                                    |  |                                    |
| T1MP2   |  | Level I-III = 20<br>Level IV-V = 4 |                                    | Level I-III = 15<br>Level IV-V = 3 |              |                    |       |  |                                   |  |                                   |       |  |                                    |  |                                    |       |  |                                    |  |                                    |
| T1MP3   |  | Level I-III = 33<br>Level IV-V = 4 |                                    | Level I-III = 27<br>Level IV-V = 3 |              |                    |       |  |                                   |  |                                   |       |  |                                    |  |                                    |       |  |                                    |  |                                    |

|  |              |  |  |  |  |
|--|--------------|--|--|--|--|
|  | <b>T2MP1</b> |  | Level I-III = <b>30</b><br>Level IV-V = <b>3</b> |  | Level I-III = <b>22</b><br>Level IV-V = <b>2</b> |
|  | <b>T2MP2</b> |  | Level I-III = <b>41</b><br>Level IV-V = <b>8</b> |  | Level I-III = <b>30</b><br>Level IV-V = <b>6</b> |
|  | <b>T2MP3</b> |  | Level I-III = <b>14</b><br>Level IV-V = <b>0</b> |  | Level I-III = <b>10</b><br>Level IV-V = <b>0</b> |

### I-Zone Initiative

#### Subject Area: *Grade 12 English Literature, US History and Statistics*

|  |  |
|--|--|
| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | Select students will successfully complete advanced placement courses through a blended model of virtual and traditional, face to face instruction for the duration of the 2010-2011 school year.  |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | Scholars' Academy is part of an innovative initiative for piloting online advanced placement courses. The DOE sponsored program is titled "I-Zone." This program will pilot the instructional initiative of blended learning – a combination of face to face instruction with virtual instruction. This initiative will be a structural change to the school's instructional organization and programming. The program is designed to provide more challenging academic opportunities to our seniors, and may later result in online opportunities for credit recovery or academic intervention.<br>Programming will be designed to provide students with limited face to face traditional instruction, to support a |

|   |   |
|---|---|
|   | fully online curriculum for one cohort of students for AP English Literature and AP US History and/or AP Statistics. Students will be selected based on interest in the mathematics and history courses. Three teachers from the staff will be selected to instruct these courses and will be provided with ongoing professional development through I-Zone. We will also align the programming of the AP English Literature course with Robert H. Goddard school to facilitate virtual classes and guest lectures via Skype. The courses will be scheduled for the entire school year, September-June.         |
| <b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i> | I-Zone Grant<br>Contract for Excellence Funding<br>NYSTL Funds<br>TL FSF<br>Title I ARRA if necessary   |
| <b>Indicators of Interim Progress and/or Accomplishment</b><br><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>                                       | <b>Progress will be evaluated based on:</b><br><br>Student progress in these courses will be evaluated through interim assessments, report cards for each marking period and finally with the Advanced Placement examinations if appropriate. Progress will be determined based on the successful completion of the course with an overall grade of 85 or higher. Success of the program will be further evaluated by comparing the grades of students enrolled in the I-Zone AP English Literature course to a selected control group of students enrolled in the course through traditional instruction only. |

### Power-Speak Initiative

**Subject Area: Grade 7 Spanish**

|  |   |
|--|---|
| <b>Annual Goal</b><br><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>  | <b>Students in the 7<sup>th</sup> grade will receive and participate in an online, standards based, individualized and interactive Spanish curriculum. These students will work individually at their own pace under the guidance, direction and supervision of Ms. Elizabeth Cave during the 2010-2011 school-year.</b>  |
| <b>Action Plan</b><br><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | Since The School Leadership Team and Data Inquiry Team of The Scholars’ Academy has identified an area of concern in our delivery of Spanish Language instruction, we will take the following steps: <ul style="list-style-type: none"> <li>• supplement the foundation of Spanish Language instruction starting with a 7th grade pilot by using Contract For Excellence Funds to purchase Power-Speak</li> <li>• Power-Speak is a standards based, individualized online program</li> <li>• This program will permit additional time on task for students to learn Spanish both in and out of class</li> <li>• Our Spanish teacher will then be empowered to supplement regular instruction and work with small</li> </ul> |

|   |  |
|---|--|
| <p><b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</b></p> <p><b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANGE LORIS REGULATIONS FOR ALL SCHOOLS</b></p> <p><b>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</b></p>   | <p>targeted groups of students to track learning goals and determine the rate to have</p> <ul style="list-style-type: none"> <li>To facilitate this supplemental change of Spanish language instruction, Contract for Excellence Funds</li> <li>The courses will be scheduled for the entire school year, September-June</li> </ul>  |
| <p><b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b></p> <p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</i></p> <p><b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable</i></p> <p><b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS</b></p> | <p>Contract for Excellence Funding \$7,500</p> <p><b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)</b></p> <p>Student progress in this course will be evaluated through:</p> <ul style="list-style-type: none"> <li>interim assessments</li> <li>report cards for each marking period</li> <li>portfolio assignments</li> <li>midyear exams</li> <li>final exams</li> <li>progress will be determined based on the successful completion of the course with an overall grade of 85 or higher</li> <li>success of the program will also be further evaluated by comparing the 7<sup>th</sup> grade students enrolled in Power-Speak to 7<sup>th</sup> graders from previous years not enrolled in this program</li> </ul> |

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURRE, must complete Appendix 5. All Schools Under Registration Review (SURRE) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA                         | Mathematics                 | Science                     | Social Studies              | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
|       | # of Students Receiving AIS          | # of Students Receiving AIS           | # of Students Receiving AIS     | # of Students Receiving AIS     |
| K     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 1     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 2     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 3     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 4     |                             |                             | N/A                         |                             |                                      |                                       |                                 |                                 |
| 5     |                             |                             | N/A                         |                             |                                      |                                       |                                 |                                 |
| 6     | 27                          | 26                          | 26                          | 28                          | 10                                   | 0                                     | 1                               | 2                               |
| 7     | 25                          | 24                          | 32                          | 25                          | 12                                   | 0                                     | 1                               | 4                               |
| 8     | 28                          | 32                          | 31                          | 28                          | 11                                   | 0                                     | 0                               | 4                               |
| 9     | 23                          | 25                          | 28                          | 23                          | 7                                    | 0                                     | 0                               | 2                               |
| 10    | 28                          | 37                          | 23                          | 28                          | 9                                    | 0                                     | 0                               | 2                               |
| 11    | 12                          | 14                          | 12                          | 12                          | 7                                    | 0                                     | 0                               | 2                               |
| 12    | 11                          | 9                           | 11                          | 5                           | 6                                    | 0                                     | 0                               | 1                               |

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

See table below for explanation & description

**Part B. Description of Academic Intervention Services**

|   |   |
|---|---|
| <p>Name of Academic Intervention Services (AIS)</p> | <p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>Description:</b><br/> <i>The following items below are subject to any necessary budgetary changes.</i><br/>           Intervention and support services are provided to students:</p> <ul style="list-style-type: none"> <li>• to support academic improvement &amp; acceleration</li> <li>• to support health services and</li> <li>• to improve overall student social, mental, and emotional well being</li> </ul> <p><b>Funding:</b><br/> <b>Contract for Excellence Funding will be used to finance:</b></p> <ul style="list-style-type: none"> <li>• Supplemental Peninsula Priority Summer School Program for incoming 6<sup>th</sup> graders \$2, 000</li> <li>• Supplemental High School Math Summer &amp; Credit Recovery Program \$2,000</li> <li>• AIS/AAT Classes &amp; Saturday Academy \$4500</li> <li>• Spanish Power-Speak Online Program \$7,500 (pending approval: instructional innovation)</li> </ul> <p><b>Title 1 ARRA SWP Funding will be used to finance:</b></p> <ul style="list-style-type: none"> <li>• AIS/AAT Classes &amp; Saturday Academy \$10,076</li> </ul> <p><b>Connections Academy Grant Awarded to school will be used to finance:</b></p> <ul style="list-style-type: none"> <li>• Connections Academy Online Courses for Summer Program Math, Health, Government \$7,500</li> </ul> </div> |
|---|---|

|                        |  |
|------------------------|--|
| <b>ELA:</b>            | English Language Arts support & acceleration/intervention includes whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, past ELA state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, historical fiction novels and utilizing the internet.  |
| <b>Mathematics:</b>    | Mathematics support and acceleration/ intervention includes whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, past Math state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, AMSCO prep books, NYS Coach books, online courses and utilizing the internet.  |
| <b>Science:</b>        | Science support and acceleration/ intervention includes whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, Regents review books, mini labs, online courses and utilizing the internet.   |
| <b>Social Studies:</b> | Social Studies support & acceleration/intervention includes whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, past SS state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, primary source documents, historical speeches, historical fiction novels and utilizing the internet. |

|  |  |
|--|--|
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | One-to-one and small group guidance sessions are provided to students by the school counselor to discuss topics such as: organizational skills, work quality, study skills, homework completion, class performance, conflict mediation, community service, parental involvement, peer pressure, parent divorce/separation, bereavement, how to interact in a positive setting, high school selection process and college readiness.      |
| <b>At-risk Services Provided by the School Psychologist:</b> | One-to-one and small group sessions are provided by the school psychologist during the school day to aid in the resolution of outside issues which may affect student academic performance and overall well being. Class workshops and discussions are also facilitated by the school psychologist to address topics such as positive social interaction, peer pressure, being a positive role model and saying no to drugs and alcohol. |
| <b>At-risk Services Provided by the Social Worker:</b>       | The school social worker meets with at risk students in a one-to-one setting to discuss factors unrelated to school that may be causing academic difficulties. She also meets with students to improve organizational skills which may be hindering a student's academic performance and ensure all IEP's and annual reviews follow proper protocol and compliance.  |
| <b>At-risk Health-related Services:</b>                      | Students receive services from the school nurse with regards to: diabetes, asthma conditions, nebulizer treatment, severe allergies, migraines, use of crutches, etc. An occupational teacher, vision teacher, mobility teacher and a physical therapist also work with students during the school day in a one to one setting.  |

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

**X** We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

### **Section I. Student and School Information**

**Grade Level(s)** 6-12                      **Number of Students to be Served:** 970

**Number of Teachers** 45

**Other Staff (Specify)** Principal, 2 Assistant Principals, Parent Coordinator, 2 secretaries, 3 school aides, 2 guidance counselors, school nurse, social worker (1 day per week), school psychologist (as needed)

### **School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**  
***NCLB/SED requirement for all schools***

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

**Part I: School ELL Profile**

**A. Language Allocation Policy Team Composition**

|   |                    |   |                                      |
|---|--------------------|---|--------------------------------------|
| Network Cluster <b>CFN 309</b>                                | District <b>27</b> | School Number <b>323</b>                                | School Name <b>Scholars' Academy</b> |
| Principal <b>Brian O'Connell</b>                              |                    | Assistant Principal <b>Toni Sorrentino, Team Leader</b> |                                      |
| Coach <b>Dannielle Colleran, ELA</b>                          |                    | Coach <b>Michele Smyth, AP</b>                          |                                      |
| Teacher/Subject Area <b>Jonathan Bradley, Math</b>            |                    | Guidance Counselor <b>Lorry Rozman, Translator</b>      |                                      |
| Teacher/Subject Area <b>Judith Mainhart, ESL K-12 lic.</b>    |                    | Parent <b>Julie Molino</b>                              |                                      |
| Teacher/Subject Area <b>type here</b>                         |                    | Parent Coordinator <b>Janet Brady</b>                   |                                      |
| Related Service Provider <b>Lorraine Caraccio, Translator</b> |                    | Other <b>Virginia O'Hare, Secretary</b>                 |                                      |
| Network Leader <b>Patricia Tubridy</b>                        |                    | Other   |                                      |

**B. Teacher Qualifications**

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>1</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

**C. School Demographics**

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total Number of Students in School | <b>970</b> | Total Number of ELLs | <b>0</b> | ELLs as Share of Total Student Population (%) | <b>0.00%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

**Part II: ELL Identification Process**

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for

conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The Scholars' Academy is an Accelerated Middle School and High School with an Early College Component. Student enrollment is based on a rigorous application process due to the expectation of acceleration in all subject areas. The school currently serves 970 students in grades 6-12.

The middle school grades serve approximately 30-31 students per class and the high school grades house approximately 24-30 students per class. The student population is diverse as indicated within the body of our Comprehensive Education Plan (CEP). 0% of the population is made up of ELL's.

In 2006-2007, the school did not have any ELL students. In 2007-2008, the school had one ELL student on register. This student was serviced before, during, and after school. The academic results were impressive as the ELL student achieved a passing score on the NYSESLAT and scored a 90% on the High School NYS Regents Exam in the 9th Grade. During the 2008-2009 school year, two new admits from private school, were identified for the LAB-R by Home Language Surveys, they received extremely high passing scores on the exam. During the school year, 2009-2010 four students have been identified to take the LAB-R by the Home Language Surveys, they were also new admits to our school and received high passing scores on the exam which then excluded them from any ELL category. This year thus far there have been 0 students identified as needing the LAB-R examination. The school LAP Team maintains a standing plan to accommodate and meet the needs of ELL's through an ESL approach.

As qualified students are admitted to the school through an application process, upon the admission of an ELL student or potential ELL student, the school LAP team will:

1. Team Leader, Toni Marie Sorrentino and assistant team leader Virginia O'Hare will administer and analyze Home Language Surveys within 10 school days. Toni Marie Sorrentino is a licensed school administrator and Virginia O'Hare is a fully licensed School Secretary. Dannielle Colleran is a permanently licensed Reading Teacher in grades K-12. Lorry Rozman is a permanently certified Guidance Counselor. Danielle and Lorry will operate in the same functions if Toni & Virginia are absent.
2. Translation services will be provided if needed via home language surveys available in 15 native languages and/or on-sight translators
3. Parents will be invited to school to have face to face meetings and informal oral interviews in English and/or in their home language, with Team Leader, Guidance Counselor, and Assistant. Administration, Team Members, and Parent Coordinator will ensure that parents are aware of these meetings via continuous parent outreach such as phone calls, letters, emails, meetings, etc.
4. Parent & LAP Team members will communicate over the phone as well as in person in order to uphold constant communication
5. The LAB-R, if deemed appropriate and necessary, will be administered within 10 days of student enrollment in school by Sue Murphy, team leader

6. The exams will be graded in house and sent out to be scanned
  7. Toni Sorrentino with assistance from LAP team will determine whether or not specific students are deemed ELL's or non ELL's
  8. Toni Sorrentino and LAP Team will communicate and inform parents and guardians of various ELL programs in the community and have them select their #1 preference program in person
  9. Parents will be invited to school for these meeting informational sessions and to watch the toolkit DVD; this will take place within 10 days of student enrollment in school
  10. Toni Sorrentino and LAP Team will inform parents & guardians of the neighboring schools that offer their #1 chosen program
  11. We are unable to determine any set trends in specific wanted programs by parents, we have only had 1 ELL student so far
- Annually, the LAP team, with the assistance from our testing and data inquiry teams will analyze data in ARIS and ATS. These teams will identify any current or former ELL students by Looking at NYSLAT data.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
 Check all that apply

- K    1    2    3    4    5  
 6    7    8    9    10    11    12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |   |    |    |    |           |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-----------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To<br>t # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0         |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |           |
| <b>Self-Contained</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0         |
| <b>Push-In</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0         |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0         |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |   |  |   |
|-----------------------------|---|--|---|
| All ELLs                    | 0 | Newcomers (ELLs receiving service 0-3 years) | 0 |
| Special Education           | 0 |  |   |

|      |   |                                  |   |                               |   |
|------|---|----------------------------------|---|-------------------------------|---|
| SIFE | 0 | ELLs receiving service 4-6 years | 0 | Long-Term (completed 6 years) | 0 |
|------|---|----------------------------------|---|-------------------------------|---|

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE               | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| Dual Language     | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL               | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| Total             | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
| Number of ELLs by Grade in Each Language Group |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|  | K  |    | 1  |    | 2  |    | 3  |    | 4  |    | 5  |    | 6  |    | 7  |    | 8  |    | TOTAL |    |
|  | EL | EP | EL    | EP |
| Spanish  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Chinese  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Russian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Korean   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K       |    | 1       |    | 2       |    | 3       |    | 4       |    | 5       |    | 6       |    | 7       |    | 8       |    | TOTAL   |    |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
|              | EL<br>L | EP |
| Haitian      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| French       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Other        |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| <b>TOTAL</b> | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  |

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|         | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL<br>L |
|---------|---|---|---|---|---|---|---|---|---|---|----|----|----|------------|
| Spanish |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Chinese |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Russian |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Bengali |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Urdu    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Arabic  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Haitian |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| French  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Korean  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Punjabi |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |
| Polish  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0          |

| Freestanding English as a Second Language      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

This team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including Parent Involvement procedures, course work, instruction, and teacher professional development.

The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting intake team member, guidance counselor and translation coordinator will serve as points of contact between the home and school.

Members of the LAP Team will also coordinate in-house translating when capable or utilize DOE translation resources as necessary. The guidance counselor will correspond with any ESL teacher (if hired in-house or if hired from near-by schools) to ensure that student assessment, performance, instruction, and stress related to such is managed. Overlap of LAP Team Members with the school's Pupil

Personnel Team (PPT) and school's Academic Intervention Services Team (AIS) is strategic in order to ensure that support is complete. Close communication among these three teams is essential to ensure that there is clear collaboration and support from the content area teachers and ESL teacher. All decisions will be made in consultation and approved by the building principal.

The LAP Team will also be represented on the Cabinet, Data Inquiry Team and School Leadership Team by the Assistant Principal and the Principal to ensure that budget, staffing, intervention plans, etc. are all strategic, data-based and in alignment with needs of the ELL student(s).

As a "living document," the CEP and Language Allocation Policy will be reviewed and amended yearly to ensure that the needs of ELL or former ELL students who may attend Scholars' Academy are addressed beyond the requirements of the State Education Department.

In 2008-2009, Scholars Academy had (1) one ELL student who transferred in from another school on September 25th, 2007, into our grade 9.

The school LAP Team played an active role in the development of an instructional plan for the ELL student to support and ensure academic success.

The Grade 9 HS English Teacher was instructed to assess the student. Based on the informal assessment the ELA teacher determined that the ELL student was a strong candidate in ELA.

The Team Director contacted our LSO ELL Support Office in an effort to obtain leads on potential ESL or TESOL teachers in our area that would be able to work with this student. After this option was exhausted due to non-availability, we consulted our LSO ELL Support once again who worked with us to develop an intervention program in her English Class where the teacher would spend ample time teaching one: one and working with her both before and after school. Her communication skills in writing were tracked using her monthly portfolio pieces which were outstanding. Our school is an entirely cooperative group model school and daily speaking in English is expected throughout every class. This one ELL student participated in all regular coursework that other students in her grade completed. Coursework included: HS Physics with June Regents, HS English, with June Regents, HS Math A, with June Regents, and HS U.S. History and Government, with June Regents. At Scholars Academy the mandated lesson structure fosters small group instruction and daily 1:1 conferencing with students. Teachers also provide instruction before and after school, as well as Saturday, courses in these Regents Classes, specifically English, Physics, and Mathematics. As a result, our one ELL student passed all of our Regents Exams with high marks. At the end of the year, this student passed the NYSESLAT and scored a 90% on the English Regents.

The Testing Team ensures that all ELL & former ELL students are provided with the appropriate testing accommodations/modifications. The academic acceleration teams work with all teachers to ensure that all ELL & former ELL students are provided with support via extra help classes in science, reading and math, as well as opportunities in the school's peer tutoring & Saturday programs. Teachers utilize Regent's and State Exam websites, Edline.net, the Technology Lab, school laboratory, laptop carts, Google-docs, ACUITY, POWERSPEAK (grade 7) and internet links to support ELL & former ELL students. The school's literacy & technology lead teachers work alongside the teaching staff to include the following materials into daily instruction: practice assessments, benchmark assessments from CEP, ACUITY, Predictive exams, class novels, independent reading books, instructional hand-outs, in school curriculum maps, as well as core curriculum and Regent's review texts.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

|  | <b>Beginning</b> | <b>Intermediate</b> | <b>Advanced</b> |
|--|------------------|---------------------|-----------------|
|--|------------------|---------------------|-----------------|



The school LAP Team played an active role in the development of an instructional plan for the ELL student to support and ensure academic success. The Grade 9 HS English Teacher was instructed to assess the student. Based on the informal assessment the ELA teacher determined that the ELL student was a strong candidate in ELA. The Team Director contacted our LSO ELL Support Office in an effort to obtain leads on potential ESL or TESOL teachers in our area that would be able to work with this student. After this option was exhausted due to non-availability, we consulted our LSO ELL Support once again who worked with us to develop an intervention program in her English Class where the teacher would spend ample time teaching one: one and working with her both before and after school. Her communication skills in writing were tracked using her monthly portfolio pieces which were outstanding. Our school is an entirely cooperative group model school and daily speaking in English is expected throughout every class. This one ELL student participated in all regular coursework that other students in her grade completed. Coursework included: HS Physics with June Regents, HS English, with June Regents, HS Math A, with June Regents, and HS U.S. History and Government, with June Regents. At Scholars Academy the mandated lesson structure fosters small group instruction and daily 1:1 conferencing with students. Teachers also provide instruction before and after school, as well as Saturday, courses in these Regents Classes, specifically English, Physics, and Mathematics. As a result, our one ELL student passed all of our Regents Exams with high marks. At the end of the year, this student passed the NYSESLAT and scored a 90% on the English Regents.

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Scholars' Instruction:

Expectations, Professional Development  
And Initiatives  
2010-2011

Mission

“To investigate uses of technology to improve all student learning through greater teacher efficiency and home/school communication”

Theme

Remove Time & Place from Teaching & Learning

We will continue to experiment with technology through various methods, avenues, equipment & software in order to improve student learning.

Including, but not limited to: Edline.net, School messenger, ARIS, Google Docs, IZone, Pod casts, Skype, TEAL room, Internet Café, State of the Art Computer & Science Labs, Virtual Labs, Smart-boards, Vimeo & Video Inquiry Team

### Initiative #1.

#### Common Core & State Standards Based Process & Content:

The Scholars' Academy will be incorporating the Common Core Standards within our curriculum and daily instruction this year school-wide. These standards are research based, rigorous and presented in an extremely user-friendly, clear and concise format. These standards will assist in our current practices already in place to ensure:

- literacy skills are enforced throughout all subjects and classes
- vertical alignment is in place from grade to grade
- college and career readiness is a focus throughout all grades, 6-12

In addition, we teach children, not subjects. Subjects are just the medium about which we talk, think, and communicate in writing. **PROCESS OF THINKING AND LEARNING (COMPREHENDING) MUST BE THE FOCUS. CONTENT MUST BE THE BY-PRODUCT. CONTENT IS THE MEDIUM IN WHICH WE TEACH PROCESS**

#### Initiative # 2.Purpose:

- What is the Big Idea and why is it important?
- What is the bottom line students must walk away with? How do we get there?
- What strategies or techniques must we model in order to ensure students have the tools to get there?
- How do we best model such to ensure student retention and independent use?
- Most importantly, what DATA am I BASING my INSTRUCTIONAL DECISIONS UPON?

#### Initiative #3. Individual Coaching & Goal Setting:

- Again, we teach people, adults and individual children, not "whole classes."
- Students don't test as a whole class so why do we teach as whole classes?
- An ounce of one on one conferencing and individual goal setting will make changes in the learner in a far more accelerated fashion than a pound of lecture.
- Lecturers assume students are already equipped with the knowledge of how they best learn and tend to simply disseminate and evaluate. This is not acceptable teaching at the Scholars' Academy.

The Scholars' Academy is comprised of various key teams in order to effectively communicate vertically and horizontally and plan in accordance of our school's mission & theme.

#### Teams:

Common Core Standards

Inquiry

Professional Development

Cabinet

Academic Intervention/Acceleration

Pupil Personnel

Youth Development

Safety

LAP Team

SLT and all other support staff will continue to:

- Provide coherent strategies to support student learning that aligns with our curriculum, instruction and organizational

decisions

- Gather, analyze and share information on student learning outcomes to understand our school and student progress over time
- Engage our school community and use data to set and track suitably high goals for accelerating student learning
- Align leadership development and structured professional collaboration around meeting our school's goals and student learning and emotional needs
- Provide structures for monitoring and evaluating progress throughout the year for flexibly adapting plans and practice to meet our goals for accelerated learning

These initiatives focus our Professional Development sessions that take place on Friday mornings every month and are then followed by a subject specific team meeting wherein a PD provider meets and co-plans with teachers and support staff. Since our LAP Team has members who are staff developers and admin, there is always ELL coach-ability.

#### Professional Development Workshops 2010-2011

September 7, 2010

October 1, 2010

October 8, 2010

November 2, 2010 (Election Day)

November 5, 2010

November 12, 2010

December 3, 2010

December 10, 2010

January 7, 2011

January 14, 2011

February 4, 2011

February 11, 2011

March 4, 2011

March 11, 2011

April 1, 2011

April 8, 2011

May 6, 2011

May 13, 2011

June 9, 2011 (Brooklyn Queens Day)

- Other professional development opportunities and planning sessions that take place in the building are in the form of Subject, Grade & Mentor meetings
- The Grade Planning Meetings will take place in each grade leader's room. Grade leaders are indicated on the organization sheet.
- These meetings are already programmed in teacher schedules and attendance is a requirement, they should take place in the same room weekly. Please start and end on time.
- Grade and cohort leaders will be responsible to prepare agendas for all grade planning meetings with suggestions from Cabinet, PD Team, and Inquiry Team

- Mentors are responsible to prepare agendas for all new teacher meetings
- Minutes must be taken in electronic form, emailed to all team members/administration, as well as be posted on ARIS
- Teams should inform our Core Inquiry Teams of any specific findings, ideas, etc. that may impact instruction in other grades, subjects, etc. In this way, teachers will be teaching or informing the IT & the IT will in turn share ideas/teach other teachers (teams) on the staff. Teaching and Learning should remain a two-way street. This will maximize our idea flow and growth.

Our admin and professional development team has expertise in providing teacher training in State Learning & Common Core Standards, Teaching Vocabulary in Context, Math, etc.

In addition, the school affiliation with CFN 309 provides on-going support to improve teacher understanding of how to meet the needs of ELL students or how to remain culturally sensitive to ELL students.

During these PD Meetings individual student work, specifically if we have At-risk students or ELL students is reviewed and further instructional next steps or interventions are determined. In essence, PD is on-going and tailored to every child's need, ELL's included, and every teacher's specific need, whether they be TESOL or not. Our Quality Review which was "Well Developed" is indicative that these systems are indeed in place.

Outside workshops are also attended by teachers, support staff, secretaries and parent coordinator with regards to LAP Policy, LAP Regulations, ELL Services, Support Services, Parent Outreach, Differentiation, Data Collection, etc

- Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Currently we do not have any LEP students. Budget is set to pay teachers with TESOL or ESL licenses per session to work part-time or from other schools. Due to our Community Service Requirement, we have a plan to provide peer tutoring utilizing dual language students if available.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

School Messenger and Edline.net are two advances the school has made to increase parent involvement and communication. The results have been extremely positive with 100% of parents receiving school communication via Schoolmesenger and up to 80% using Edline.net & ARIS.

At Scholars' Academy there are various Workshops offered to parents/guardians throughout the year. Topics include:

- o Curriculum Overview, Meet the Teacher Night, ELA and Math Course Study Awareness
- o How to Help Your Child Become Organized
- o Stress Management
- o High School Application & High School Open Houses
- o College Application & Transcript Overview
- o ARIS & Assessment Information

- o Behavior Management, Safety, Internet Use
- o Traveling Abroad

The workshops are advertised on our website, Schoolmessenger & Edline.net, in letters home, and school announcements made each morning to our students. The phone answering system summarizes all events and forthcoming workshops that are offered and such is also posted on our website. Edline.net can be translated into several languages.

The Communication Results from the Quality Review, of which we were rated “Outstanding”, are indicative of our efficacy with regard to this matter. Other parent outreach takes place during parent orientations, Open Houses, Translated Monthly Event Calendars, and Letter Translations. We also have numerous staff members who serve as interpreters. In addition, the Admissions Director and Attendance Coordinator is the school official Spanish/English interpreter. Several languages spoken fluently by our staff are: Spanish, Mandarin, Nigerian, French, Arabic, German, Russian, Filipino/Tagalog, and American Sign Language. estions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |                   |         |   |   |         |   |   |         |   |   |         |    |    |       |
|---|-------------------|---------|---|---|---------|---|---|---------|---|---|---------|----|----|-------|
|   | K                 | 1       | 2 | 3 | 4       | 5 | 6 | 7       | 8 | 9 | 10      | 11 | 12 | TOTAL |
| Beginner(B)   |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |
| Intermediate(I)   |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |
| Advanced (A)  |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |
| Total   | 0                 | 0       | 0 | 0 | 0       | 0 | 0 | 0       | 0 | 0 | 0       | 0  | 0  | 0     |
| NYSESLAT Modality Analysis                                    |                   |         |   |   |         |   |   |         |   |   |         |    |    |       |
| Modality Aggregate  | Proficiency Level | K       | 1 | 2 | 3       | 4 | 5 | 6       | 7 | 8 | 9       | 10 | 11 | 12    |
| LISTENING /SPEAKING   | B                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
|   | I                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
|   | A                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
|   | P                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
| READING/ WRITING  | B                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
|   | I                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
|   | A                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
|   | P                 |         |   |   |         |   |   |         |   |   |         |    |    |       |
| NYS ELA   |                   |         |   |   |         |   |   |         |   |   |         |    |    |       |
| Grade   |                   | Level 1 |   |   | Level 2 |   |   | Level 3 |   |   | Level 4 |    |    | Total |
| 3   |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |
| 4   |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |
| 5   |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |
| 6   |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |
| 7   |                   |         |   |   |         |   |   |         |   |   |         |    |    | 0     |

|                        |  |  |  |  |   |
|------------------------|--|--|--|--|---|
| 8                      |  |  |  |  | 0 |
| NYSAA Bilingual Spe Ed |  |  |  |  | 0 |

**NYS Math**

| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      |         |    |         |    |         |    |         |    | 0     |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**NYS Social Studies**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and               |                            |                 |                             |                 |

|                      |  |  |  |  |
|----------------------|--|--|--|--|
| Government           |  |  |  |  |
| Foreign Language     |  |  |  |  |
| Other                |  |  |  |  |
| Other                |  |  |  |  |
| NYSAA ELA            |  |  |  |  |
| NYSAA Mathematics    |  |  |  |  |
| NYSAA Social Studies |  |  |  |  |
| NYSAA Science        |  |  |  |  |

| Native Language Tests      |  |                        |                        |                        |  |                        |                        |                        |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |  |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |  |                        |                        |                        |  |                        |                        |                        |

**B. After reviewing and analyzing the assessment data, answer the following**

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

n/a

**Part VI: LAP Assurances**

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:

Signatures of LAP team members certify that the information provided is accurate.

h. What is the level of language proficiency in the second (target) language for EPs?

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           |                 |
|              | Assistant Principal  |           |                 |
|              | Parent Coordinator   |           |                 |
|              | ESL Teacher          |           |                 |
|              | Parent               |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Teacher/Subject Area |           |                 |
|              | Coach                |           |                 |
|              | Coach                |           |                 |
|              | Guidance Counselor   |           |                 |
|              | Network Leader       |           |                 |

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students –**

**Form TIII – A (1)(a)** \_\_\_\_\_

**Not Applicable**

**Grade Level(s)** N/A

**Number of Students to be Served:** N/A

**LEP** N/A **Non-LEP**

**Number of Teachers** N/A

**Other Staff (Specify)** N/A

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Section III. Title III Budget: This section is not applicable.**

**School:** 27Q323      **BEDS Code:** 342700010323

**Allocation Amount:**

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
|-----------------|-----------------|---|

|   |  |  |
|---|--|--|
| <b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>                               |  | <b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b> |
| <b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>  |  | <b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>                                       |
| <b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul> |  | <b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  |
| <b>Educational Software (Object Code 199)</b>   |  | <b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>  |
| <b>Travel</b>   |  |  |
| <b>Other</b>  |  |  |
| <b>TOTAL</b>  |  |  |

### Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

|   |                    |                    |                      |
|---|--------------------|--------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                    |                    | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS</b>                                       |                    |                    |                      |
| Native Language Arts  | 45 minutes per day | 45 minutes per day | 45 minutes per day   |

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

| NLA Usage/Support | TBE              |              |          |
|-------------------|------------------|--------------|----------|
| 100%              |                  |              |          |
| 75%               |                  |              |          |
| 50%               |                  |              |          |
| 25%               |                  |              |          |
| NLA Usage/Support | Dual Language    |              |          |
| 100%              |                  |              |          |
| 75%               |                  |              |          |
| 50%               |                  |              |          |
| 25%               |                  |              |          |
| NLA Usage/Support | Freestanding ESL |              |          |
| 100%              |                  |              |          |
| 75%               |                  |              |          |
| 50%               |                  |              |          |
| 25%               |                  |              |          |
| TIME              | BEGINNERS        | INTERMEDIATE | ADVANCED |

**Programming and Scheduling Information--Continued**

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

**Schools with Dual Language Programs**

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**Professional Development and Support for School Staff**

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |                   |    |    |    |       |
|---|-------------------|----|----|----|-------|
|   | 9                 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 0                 | 0  | 0  | 0  | 0     |
| Intermediate(I)   | 0                 | 0  | 0  | 0  | 0     |
| Advanced (A)  | 0                 | 0  | 0  | 0  | 0     |
| Total   | 0                 | 0  | 0  | 0  | 0     |
| NYSESLAT Modality Analysis                                    |                   |    |    |    |       |
| Modality Aggregate  | Proficiency Level | 9  | 10 | 11 | 12    |
| LISTENING/SPEAKING  | B                 | 0  | 0  | 0  | 0     |
|   | I                 | 0  | 0  | 0  | 0     |
|   | A                 | 0  | 0  | 0  | 0     |
|   | P                 | 0  | 0  | 0  | 0     |
| READING/WRITING   | B                 | 0  | 0  | 0  | 0     |
|   | I                 | 0  | 0  | 0  | 0     |
|   | A                 | 0  | 0  | 0  | 0     |
|   | P                 | 0  | 0  | 0  | 0     |

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       | 0                          |                 | 0                           |                 |
| Math A                      | 0                          |                 | 0                           |                 |

|                              |   |  |   |  |
|------------------------------|---|--|---|--|
| Math B                       | 0 |  | 0 |  |
| Sequential Mathematics I     | 0 |  | 0 |  |
| Sequential Mathematics II    | 0 |  | 0 |  |
| Sequential Mathematics III   | 0 |  | 0 |  |
| Biology                      | 0 |  | 0 |  |
| Chemistry                    | 0 |  | 0 |  |
| Earth Science                | 0 |  | 0 |  |
| Living Environment           | 0 |  | 0 |  |
| Physics                      | 0 |  | 0 |  |
| Global History and Geography | 0 |  | 0 |  |
| US History and Government    | 0 |  | 0 |  |
| Foreign Language             | 0 |  | 0 |  |
| NYSAA ELA                    | 0 |  | 0 |  |
| NYSAA Mathematics            | 0 |  | 0 |  |
| NYSAA Social Studies         | 0 |  | 0 |  |
| NYSAA Science                | 0 |  | 0 |  |

**Native Language Tests**

|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                  |                  |                  | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                  |                  |                  |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
|                            | Q1   | Q2               | Q3               | Q4               | Q1   | Q2               | Q3               | Q4               |
|                            | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | 0  | 0                | 0                | 0                | 0  | 0                | 0                | 0                |
| Chinese Reading Test       | 0  | 0                | 0                | 0                | 0  | 0                | 0                | 0                |

**B. After reviewing and analyzing the assessment data, answer the following**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

|   |                      |      |  |
|---|----------------------|------|--|
| Janet Brady   | Parent Coordinator   |      |  |
| Judith Mainhart                                       | ESL Teacher          |      |  |
| Dannielle Colleran                                    | Teacher/Subject Area |      |  |
| Jonathan Bradley                                      | Teacher/Subject Area |      |  |
| Dannielle Colleran                                    | Coach                |      |  |
| Lorry Rozman  | Guidance Counselor   |      |  |
| Patricia Tubridy                                      | Network Leader       |      |  |
| Lorraine Caraccio                                     | Other                |      |  |
| Brian O'Connell                                       | Principal            |      |  |
| J. Molino   | Other/Parent         |      |  |
| Signatures  |                      |      |  |
| School Principal                                      |                      | Date |  |
| Community Superintendent                              |                      | Date |  |
| Reviewed by ELL Compliance and Performance Specialist |                      | Date |  |

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students –**

**Form TIII – A (1)(a)**

**Not Applicable**

**Grade Level(s) N/A**

**Number of Students to be Served: N/A**

**LEP N/A Non-LEP**

**Number of Teachers N/A**

**Other Staff (Specify) N/A**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Section III. Title III Budget: This section is not applicable.**

**School: 27Q323 BEDS Code: 342700010323**

|                           |                        |  |
|---------------------------|------------------------|--|
| <b>Allocation Amount:</b> |                        |  |
| <b>Budget Category</b>    | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b> |

|   |  |  |
|---|--|--|
| <b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>                               |  | <b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b> |
| <b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>  |  | <b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>                                       |
| <b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul> |  | <b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  |
| <b>Educational Software (Object Code 199)</b>   |  | <b>(Example: 2 Rosetta Stone language development software packages and or other like-products such as powerspeak, use of google translate, etc. for after-school program)</b>     |
| <b>Travel</b>   |  |  |
| <b>Other</b>  |  |  |
| <b>TOTAL</b>  |  |  |

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### ***Requirement under Chancellor's Regulations – for all schools***

**Goal:** To communicate with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information with regards to their children's educational options, and parental capacity to improve their child's achievement.

#### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. Using biographical data, home language survey responses, information from applications to the Scholars' Academy, and review of ARIS and ATS data, we identified households wherein English may not be the primary spoken language. This information was confirmed via phone calls to the home and/or in person interviews with students, parents and guardians.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Analysis of our findings indicates that the Scholars' Academy is meeting the needs of the variety of home languages via:

- the translation of our monthly calendar into Spanish and Russian as needed
- the translation of letters sent home by our bi-lingual school aide (Spanish) and bi-lingual guidance counselor (Russian), and via the articulated availability to outsource for interpretation services
- translated Open House Flyers and application available online via our webpage in several of the major languages using DOE translation services
- translated documents distributed and sent home and posted on website
- posted links to free web-based translation services of any document posted on our website
- student translation team that meets with the school principal every morning to translate the day's messages as podcasts online in the following languages: Spanish, Russian, Punjabi, Chinese & Polish. This is yet another way to improve communication with all of our parents and guardians

All findings herein are reported monthly at PTA Meetings by the Principal during the Principal's Report. Such is then made available via the school's website. All monthly School Leadership Team Agendas and Minutes are also available on the school's website as well as within the building. The school's CEP will be available on our website as well.

#### **Part B: Strategies and Activities**

FEBRUARY 2011

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

At Parent Orientation Meetings we articulate our ability to have all documents translated as necessary. After collecting needed data, we contact homes to ascertain if there is a specific dialect for which we may need to access translation vendors. We then proactively send translated documents home to specified households based upon data analysis. We have a staff that is on hand and available to speak/interpret the following languages: Spanish, Croatian, Arabic, Filipino, Russian, German, French/Haitian-Creole, and Chinese. We also have staff trained in American Sign Language. We have a highly active parent body that has the capacity to translate into a myriad of other languages as needed. During Parent Teacher Conferences we ensure guests are able to see signs indicating translation via phone through the DOE service is available. We also do make all of our marketing and recruitment documents re: Open Houses and Applications available in translated form over the counter and on the website. We email such to schools within the district as needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is done in-house primarily by our school aide/translation specialist and Spanish Teachers as well as bi-lingual counselor. As needed at PTA Meetings and other events, we can pay in-house oral translators to work on hand and we make known via postings the available DOE Translation Unit's availability during Parent Teacher Conferences. During this school year a student translation team was created that meets with the school principal every morning to translate the day's messages as podcasts online in the following languages: Spanish, Russian, Punjabi, Chinese & Polish. This is yet another way to improve communication with all of our parents and guardians.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Budget for Translation of parent transaction services/documents: \$740

To be used to fund per session for translation services at parent involvement events, as well as to Translate documents, such as Open House Flyers, Applications, Calendars, and Parent Handbook at events and New Student Annual Orientations. We can also secure funds to secure staff to attend PTA meetings who speak several languages. This was decided as a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

|   | Title I Basic | Title I ARRA   | Total     |
|---|---------------|----------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  |               | \$343,000      | \$343,000 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   |               | 1% = \$3,430   | \$3,430   |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: |               | 5% = \$17,149  | \$17,149  |
| 4. Enter the anticipated 10% set-aside for Professional Development:  |               | 10% = \$34,298 | \$34,298  |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Teachers will receive tuition reimbursement for course work on an “as needed basis.” Teachers required to complete State License requirements based on BEDS Survey Data will receive first priority, followed by teachers required to complete course work in order to be better qualified to teach Advanced Placement Courses. Lastly funds will be allocated toward any other professional development needs pending approval from Central Budget Personnel.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Parent Involvement Policy:**

#### **Title I Parent Involvement Policy and Parent-School Compact for Scholars' Academy, 27Q323**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore 27Q323, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Scholars' Academy's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Scholars' Academy will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology) such as: use and training on how to access and use edline.com, the internet to access daily morning message podcasts, ARIS for tracking learning needs; and ACUITY
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through workshops prior to monthly PTA Meetings, presentations from experienced

School Leadership Team Members, quarterly PTA Exec. Board Meetings with principal, a monthly principal's report, and newsletter from the administration during each marking period

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through six report card marking periods for frequent feedback about student progress, providing parents with student individual learning goals and action plans through student planners after each marking period, frequent teacher phone calls and emails (through parent email distribution list), in addition to Parent Teacher Conferences in Fall and Spring both during the daytime and evening
4. providing assistance to parents in understanding City, State and Federal standards and assessments through standards based workshops for NYS ELA and Math Standards by literacy and math specialists, providing access to visit and observe standards based instruction during open school week;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand through availability of school letters, applications, flyers, calendars, etc. in any language requested as well as in languages assessed through home language surveys. Morning Message Podcasts will also be translated into major languages represented in the school daily.
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community by leveraging technology tools such as edline.com, school messenger, ARIS, etc.

Scholars' Academy Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Scholars' Academy Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, Scholars' Academy will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills (during each School Leadership Team Meeting and each PTA Meeting as action plans and goals are adjusted if necessary);
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership and technology use skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will track parent participation trends in order to generate goals/action plans for increased parent involvement based upon such data trends. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, helping your child manage stress, helping your child organize, understanding the HS credit accumulation process, HS application process, college application process, etc., understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system through workshops, open access time prior to each PTA meeting, and Principal's Presentations at PTA Meetings (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**Scholars' Academy, 27Q323, will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

| CEP Benchmark<br>2009-2010  | Actual<br>Performance | Action Taken  | Revised Benchmark<br>2010-2011             |                | Mid Year Measure for Needs<br>Assessment  |
|---|-----------------------|---|--|----------------|---|
|   |                       |   | Instrument of Measure                      | goal           |   |
| Parent satisfaction<br>with child's<br>education                        | 98% satisfied         | <ul style="list-style-type: none"> <li>• Teacher professional Development</li> <li>• Data Inquiry Team</li> <li>• Technology tools</li> </ul>   | Learning survey                            | 100%-satisfied | <ul style="list-style-type: none"> <li>• Bi-monthly PD meeting to improve teaching skills</li> <li>• DIT will identify students in need of assistance</li> <li>• EZ Grade Pro and Edline will continue to be implemented by teachers</li> </ul> |
| Parent opportunities<br>to be involved in<br>their child's<br>education | 95% satisfied         | Increased the number and variety of workshops presented before each monthly PTA meeting   | Learning survey<br>Attendance at workshops | 100% satisfied | Review attendance rate at workshops   |
| Parents feel the<br>school<br>communicates well<br>with them            | 93%                   | <ul style="list-style-type: none"> <li>• All students provided with free planners</li> <li>• Home-School Goal Action Plan</li> <li>• SLT</li> <li>• EDLINE.NET</li> <li>• School Website</li> <li>• ARIS parent link</li> </ul> | Learning survey                            | 100% satisfied | <p>Number of parents activated in ARIS and EDLINE.NET School Messenger</p> <p>Home-School Goal sheets signed</p>  |

|   |               |   |  |                |                                      |
|---|---------------|---|--|----------------|--------------------------------------|
| Parent satisfaction with the level of assistance their child receives when he or she needs extra help with class work or homework | 94%-satisfied | AIS classes during 9 <sup>th</sup> period<br>Kaplan Courses offered at the school<br>ELA and Math weekend classes | Learning Survey<br>Students eligible for classes | 100% satisfied | Attendance records for extra classes |
|---|---------------|---|--|----------------|--------------------------------------|

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Parent Compact:  
School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:**

- using academic learning time efficiently through 90 minute block scheduling and an extended school day 4 days per week
- respecting cultural, racial and ethnic differences and providing Respect for All workshops throughout the year
- implementing and constantly revising a curriculum map aligned to State Standards and ensuring teacher lesson plans, curriculum maps, and learning objectives are directly connected to the standards
- creating and articulating grading policies to parents and students based upon multiple criteria anchored by standards based instruction and assessments
- offering high quality instruction in all content areas, and ensuring that: students are highly engaged during instruction, teachers address individual learning needs of each child, and that systems are in place to communicate individual learning needs of students to parents. Ensuring Acceleration Programs and AIS programs are available to all students either after school or on Saturdays
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

- using a Cooperative learning model to maintain student interest, a standard of the week to emphasize state standard relevance, and weekly teacher professional development built into the instructional program to ensure teacher's are trained in using state standards to drive instruction

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed, posted online, and discussed with parents each year

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Ensuring staff who speak Spanish and Russian are on hand at school recruitment events, with phone access to other interpreters as needed
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member either via phone, email, or person
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- planning activities for parents during the school year (e.g., Open School Week)

**Provide general support to parents by:**

- creating safe, supportive and effective learning community for students and a welcoming respectful environment for caregivers
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing/communicating best practices for effective communication, collaboration and partnering with the school community
- supporting parental involvement activities as requested by parents
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs through use of at least 1% of Title I funds \$3430

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games
- promote positive use of extracurricular time: extended day learning opportunities, clubs, team sports and/or quality family time
- encourage my child to follow school rules and regulations and discuss this Compact with my child
- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education.

I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- respond to surveys, feedback forms and notices when requested
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams)
- share responsibility for the improved academic achievement of my child

**Student Responsibilities:**

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time
- follow the school rules and be responsible for my actions
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by PTA and Parent Coordinator, Janet Brady on September 15<sup>th</sup>, 2010 PTA Meeting.

This Parent Involvement Policy was updated on No feedback was provided by parents; Parents accepted PIP “As Is” in *September 2010*.

The final version of this document will be distributed to the school community on October 13<sup>th</sup>, 2010 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy was submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standard
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Additional General School-wide Needs Assessment Section:**

**Instructional Needs Assessment:**

**Data Used for Analysis: State Report Cards, NYC Progress Reports, Regents Results and Learning Environment Survey**

- Summarized trend in Level 4 loss in ELA from 2008-2009 as well as Level of proficiency loss during that time period.
- Summarized trend in Sustained Math Achievement due to stronger State Standards Emphasis.

State Math Results All Grades 2006-2009 *(2010 data follows this initial data analysis)*

| School | Year | Number Tested | Level 2 |     | Level 3 |      | Level 4 |      | Levels 3+4 |       |
|--------|------|---------------|---------|-----|---------|------|---------|------|------------|-------|
|        |      |               | #       | %   | #       | %    | #       | %    | #          | %     |
| 27Q323 | 2006 | 293           | 13      | 4.4 | 166     | 56.7 | 114     | 38.9 | 280        | 95.6  |
| 27Q323 | 2007 | 448           | 1       | 0.2 | 174     | 38.8 | 273     | 60.9 | 447        | 99.8  |
| 27Q323 | 2008 | 503           | 1       | 0.2 | 125     | 24.9 | 377     | 75.0 | 502        | 99.8  |
| 27Q323 | 2009 | 548           | 0       | 0.0 | 95      | 17.3 | 453     | 82.7 | 548        | 100.0 |

Table Summary of Analysis:

From 2006, Level 4 Results have risen from 38.9% to 82.7%

From 2006, Level 3 and 4 Results have risen from 95.6% to 100%

**Conclusion:**

**Our analysis attributes this to a strong professional development team, alignment of math curriculum with state standards, and use of process centered differentiated instruction.**

State ELA Results All Grades 2006-2009 *(2010 data follows this initial data analysis)*

| School | Year | Level 2 |     | Level 3 |      | Level 4 |      | Levels 3+4 |       |
|--------|------|---------|-----|---------|------|---------|------|------------|-------|
|        |      | #       | %   | #       | %    | #       | %    | #          | %     |
| 27Q323 | 2006 | 4       | 1.4 | 190     | 64.8 | 99      | 33.8 | 289        | 98.6  |
| 27Q323 | 2007 | 10      | 2.2 | 350     | 78.1 | 88      | 19.6 | 438        | 97.8  |
| 27Q323 | 2008 | 16      | 3.2 | 417     | 83.1 | 69      | 13.7 | 486        | 96.8  |
| 27Q323 | 2009 | 0       | 0.0 | 378     | 68.9 | 171     | 31.1 | 549        | 100.0 |

#### Table Summary:

From 2006-2008, the Level 4 Results have dropped from 33.8% to 13.7%

In 2009, the Level 4 Results rebounded to 31.1%, with more students tested.

From 2006-2008, the percent of Level 2's increased from 1.4% to 3.2%

In 2009, the percent of Level 2's rebounded by decreasing to 0%.

From 2006-2008, the percentage of Level 3 and 4 students decreased from 98.6% to 96.8%, then rebounding in 2009 to 100%.

#### Conclusion:

**Success has been attributed to adopting the Standards Based Approach to Instruction and Lesson Planning as done by the Mathematics Team. The addition of a Literacy Coach, a full time Assessment Coordinator, a Director of Instruction, and a Lead Teacher also positively impacted our professional development and mentoring programs. The use of 1:1 conferencing and additional marking assessments and marking periods also increased home school connectivity. The inclusion of technology to enhance this process will take place in 2010-2011.**

#### Additional Needs Assessment:

- Analysis of our subgroups, race/gender issues, arising from the same time period to show that any discrepancy in performance is statistically insignificant.
- Summarize 1 Year Proficiency Growth Differences in ELA and Math. Note the differences in how each subject has performed.

In 2009, according to our preliminary data, 62.6% of students achieved 1 year's growth in ELA, compared to 2008, when only 39.7% of students achieved 1 year's growth. This is an increase of 22.9%.

At the time of this analysis, math proficiency growth had not been tabulated. Given the maintenance of an average scale score of approximately 720 points in grades 6-8, coupled with an increase of 3% in the percent of level 4's, we anticipate slightly higher 1 year's growth than 2008.

- Summary of Data Inquiry Team Analysis concerning the "biggest drops" in ELA.

Analysis of our subgroups of feeder schools indicated that 1 Year Growth was linked to the loss of Level 4's from the students being accepted into our 6<sup>th</sup> grade. We targeted students with the "biggest drops" in terms of proficiency rating and we were able to achieve 1 year's growth, without dropping in proficiency rating for 12 of the 18 targeted 6<sup>th</sup> graders. This approach of emphasis on our "top" students with perfect scores in grade 5 impacted our teaching and ultimately our results in that Level 4 percentages across the grades went up dramatically. This strategy was a departure from the mandated focus on the bottom 1/3 of our students during the prior year.

## Summary of 2009-2010 State Math and ELA, Advanced Placement and Regents Exams

### ELA State Exam Analysis

| Grade | Ranked | Mean Scale Score |
|-------|--------|------------------|
| 6     | 6      | 696              |
| 7     | 9      | 705              |
| 8     | 12     | 691              |

| Grade | 2009-2010 NYS ELA Exam |           |           |           | 2008-2009 NYS ELA Exam |           |           |           |
|-------|------------------------|-----------|-----------|-----------|------------------------|-----------|-----------|-----------|
|       | Mean Scale Score       | % Level 2 | % Level 3 | % Level 4 | Mean Scale Score       | % Level 2 | % Level 3 | % Level 4 |
| All   | 697                    | 2 %       | 63 %      | 36 %      | 697                    | 0         | 69 %      | 31 %      |
| 6     | 696                    | 1 %       | 65 %      | 34 %      | 702                    | 0         | 56 %      | 44 %      |
| 7     | 705                    | 2 %       | 53 %      | 45 %      | 697                    | 0         | 68%       | 32%       |
| 8     | 691                    | 2 %       | 70 %      | 28%       | 694                    | 0         | 83%       | 17%       |

### Math State Exam Analysis

| Grade | Ranked | Mean Scale Score |
|-------|--------|------------------|
| 6     | 18     | 719              |
| 7     | 11     | 712              |
| 8     | 11     | 716              |

| Grade | 2009-2010 NYS Math Exam |           |           |           | 2008-2009 NYS Math Exam |           |           |           |
|-------|-------------------------|-----------|-----------|-----------|-------------------------|-----------|-----------|-----------|
|       | Mean Scale Score        | % Level 2 | % Level 3 | % Level 4 | Mean Scale Score        | % Level 2 | % Level 3 | % Level 4 |
| All   | 715                     | 1 %       | 21 %      | 78 %      | 720                     | 0         | 17 %      | 83 %      |
| 6     | 719                     | 1 %       | 19 %      | 79 %      | 718                     | 0         | 22 %      | 78 %      |
| 7     | 712                     | 0 %       | 12 %      | 88 %      | 723                     | 0         | 10 %      | 90 %      |
| 8     | 716                     | 2 %       | 33 %      | 65 %      | 721                     | 0         | 20 %      | 80 %      |

### Summary Data for Middle & High School Regents

| Exam                                | 0-54 | 55-64 | 65-84 | 85-100 | Total Students |
|-------------------------------------|------|-------|-------|--------|----------------|
| English Regents                     | 0    | 0     | 19%   | 81%    | 118            |
| US History & Government             | 0    | 0     | 10%   | 90%    | 118            |
| Global History Regents              | 0    | 2%    | 40%   | 58%    | 92             |
| Alg 2 /Trigonometry                 | 8%   | 5%    | 55%   | 32%    | 91             |
| Geometry Regents                    | 3%   | 2%    | 61%   | 34%    | 112            |
| Math B Regents                      | 32%  | 27%   | 41%   | 0%     | 22             |
| Integrated Algebra                  | 1%   | 0     | 69%   | 30%    | 200            |
| Living Environment                  | 0    | 0     | 34%   | 66%    | 182            |
| Earth Science                       | 0    | 1%    | 37%   | 62%    | 174            |
| Chemistry                           | 2%   | 13%   | 66%   | 19%    | 185            |
| Physics                             | 4%   | 8%    | 59%   | 29%    | 112            |
| 11 <sup>th</sup> Grade Spanish      | 0    | 1%    | 38%   | 61%    | 94             |
| 8 <sup>th</sup> Grade Spanish Prof. |      | 1%    | 26%   | 72%    | 174            |

### Summary Data for AP Examination 2009-2010

| Subject              | 5  | 4    | 3   | 2    | 1     |
|----------------------|----|------|-----|------|-------|
| AP English           | 4% | 22%  | 46% | 17%  | 11%   |
| AP Calculus          |    | 6.4% | 13% | 3.2% | 77.4% |
| AP US Gov & Politics |    | 5%   | 36% | 39%  | 20%   |
| Total Percentage     | 2% | 12%  | 34% | 21%  | 31%   |

#### Conclusion:

Based upon the data above, an emphasis of Title I Funds will be placed on professional development in the area of technology for better learning, management, etc. A continued focus on teaching “process” over “content” will take place as well as an emphasis on differentiated instruction and the utilization of technology to enhance instruction. To this end, funds will be utilized to support the creation of Study Hall/Internet Café, fund Saturday and AIS programs and purchase Power-speak Spanish program and IZone classes. All available funds will also be leveraged, via conceptual consolidation, to continue staff development efforts to explore how best to interweave test sophistication strategies within the medium of subject specific content acquisition, without compromising meaningful instruction. Funding streams referenced below, but not limited to such listed, will be utilized to continue Saturday Regents and Academic Acceleration Courses to support State Exam, Regents, and Advanced Placement exam results.

The following Title I ARRA specific budget items and positions are also necessary to help student achievement, but are subject to needs based adjustments. The items below may be subject to Title I ARRA Conceptual Consolidation Options if approved.

| <b>Job ID or Activity Code</b>                | <b>Amount</b>   | <b>Role</b>   | <b>Usage</b>  |
|---|-----------------|---|---|
| <b>GEOC</b>                                   | <b>\$10,848</b> | <b>Use of high quality assessments, professional development, and scoring</b> | <b>Subs to cover teachers for professional development</b>  |
| <b>GEOE9</b>                                  | <b>\$11,334</b> | <b>To maintain or expand use of academic intervention</b>                     | <b>MS, HS AIS and Saturday programs hours of per session</b>                                      |
| <b>GEOE8</b>                                  | <b>\$1,678</b>  | <b>Professional development to improve teacher quality</b>                    | <b>Professional development for curriculum map updating</b>                                       |
| <b>GEOEB</b>                                  | <b>\$3,778</b>  | <b>To increase the use of high quality assessments</b>                        | <b>Professional development for scoring and standards based assessments</b>                       |
| <b>GEOED</b>                                  | <b>\$1,259</b>  | <b>Maintain or expand the use of high quality assessments</b>                 | <b>Per session for teacher PD in assessing and analyzing data to drive CEP benchmarks</b>         |
| <b>OTPS ZFI4</b><br><b>Activity Code 0532</b> | <b>\$5,000</b>  | <b>Improve teacher quality</b>  | <b>Partial course for AP and gifted certification reimbursement pending approved Title I ARRA</b> |
| <b>OTPS ZFI6</b><br><b>Activity Code 0565</b> | <b>\$3430</b>   | <b>1% Parent Involvement</b>  | <b>Pending parent input see Parent Compact and Parent Involvement Plan</b>                        |

**Using the budget lines above and remaining Title I ARRA and non-Title I ARRA funds available, and based upon the totality of data analyzed, the Scholars' Academy is committed to School-wide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Based upon the analysis of all data, we have determined that the best way to continue making progress in one year's growth for both Math and ELA in an effort to continue improving learning and teaching is to do the following:

**1. Professional Development/Instructional/Planning Strategies:**

- **Acquire and Integrate Technology use into Professional Development Plan** via training in computer, spreadsheet, ARIS, Edline, School-Messenger use in order to Improve and Enhance available technology and professional development using technology as a way to manage multiple levels of students and find appropriate leveled learning material for them for use during instruction which continues to keep our focus on the state learning standards.
- **Improve, Enhance, and Streamline Data collection and management of the varying levels of student learning** with technology that teachers will be trained to utilize.
- **Acquire and Use Technology to enhance ability of teachers to report student goals and action plans with parents and students** in a real-time fashion.
- **Acquire and Create Innovative Technology Programs** for use by Students and Teachers for Instructional Enrichment
- **Expand Learning Time:** Continue the Saturday, Before/After School Programs for Academic Intervention and Regents Review/Enrichment
- **Program to Provide Intervention Services within Extended-Day** of Instruction for At-Risk Students.
- **Empower Teachers:** Continue the Mini-Data Inquiry Teams to keep core teachers focused on Data Collection, Assessment, and Instruction that matches the needs of all learners.
- **Emphasize State Standards:** Continue with Standard of the Week Initiative and State Standards Based Lesson Planning Workshops and Retreats
- **Ensure an Accelerated and Enriched Curriculum is in place:** Continue revising Curriculum Maps with Integrated Projects in mind to keep learning relevant, fun, and standards based.

**2. Staffing Strategy:**

- **Align Staff to Appropriate Highly Qualified Teaching Assignments** and Facilitate support for Gifted Certification and/or Permanent State Certification
- **Hire Two Lead Teachers** to Facilitate Standards Based Differentiated Instructional Professional Development
- **Maintain Literacy Coach to drive Standards integration** into lesson planning and professional development
- **Maintain Assistant Principal to ensure Professional Development** is needs based and relevant and that such initiatives are carried through by teachers
- **Maintain Assistant Principal to lead a credit tracking team,** coordinate parent/student workshops, and lead the college application team

- **Maintain an Assessment, Testing, and Science Coordinator** to ensure all Rules concerning Testing, Accountability, and Accommodations for all students are being met.
- **Recruit and Hire Qualified Teachers** through Open Market Hiring System
- **Recruit a Technician** to manage equipment so that teachers may fully integrate technology into their classroom instruction

### **3. Parent Involvement Strategy:**

- Improve Home School Communication through use of Edline & School Messenger
- Improve Home School Communication through use of phone dialing system to track attendance and keep parents informed
- Provide Additional Parent Workshops in College Planning, Credit Tracking, and using ARIS to track student performance.
- Install Internet Cafe to provide a workspace for parents to use the internet for ARIS training and access
- Provide Workshops for Parents re: Student Issues: Nutrition, Alcohol/Substance Abuse, Organizational and Management

### **Summary Analysis of Learning Environment Surveys for Parent/Teacher Home/School Communication**

*This is addressed in Parent Compact Section and Parent Involvement Policy in the preceding section.*

### **Conclusion:**

**Using Funds to support use of technology to streamline home/school/student learning goal/action plans with parents via email, Edline and School-Messenger our parent community has shown an increase in the area of being content with home school communication with 93-95% satisfied in this category. Use of Edline, School-Messenger, morning message podcasts and additional workshops will be offered during every PTA Meeting where parents can access the “internet café” to use school computers to track their child’s ARIS data and learning goals data.**

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name            | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" <sup>2</sup> Consolidated in the Schoolwide Program<br><i>(R)</i> |    |     | Amount Contributed to Schoolwide Pool<br><i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes <sup>3</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | Page #(s) |
|-------------------------|--|--|----|-----|---|--|-----------|
|                         |  | Yes  | No | N/A |   |  |           |
| Title I, Part A (Basic) | Federal  |  |    |     |   |  |           |
| Title I, Part A (ARRA)  | Federal  | XX   |    |     | \$342,972   | All Goals: Multiple Sections: Pages 58-87, 90-92, 131-136.   |           |

1. Ensure that planning for students served under this program is incorporated into existing school planning.
2. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
3. Coordinate with and support the regular educational program;
4. Provide instruction by highly qualified teachers;

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
6. Provide strategies to increase parental involvement; and
7. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Not Applicable to this school. **SURR<sup>4</sup> Phase/Group (If applicable):** Not Applicable to this school.

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** Not Applicable. Scholars' Academy is NOT a SURR school.

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| <b>Type of Review or Monitoring Visit</b><br>(Include agency & dates of visits) | <b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | <b>Actions the school has taken, or plans to take, to address review team recommendations</b> |
|---|---|---|
|   |   |   |

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

### **Directions:**

- *All* Title I schools must complete Part A of this appendix.
- *All* Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**Currently we have 0 students in temporary housing. Funding has not been provided as of this CEP's Development, however, in order to meet the needs of any arising/potential students, other school funds will be leveraged to provide the children with the appropriate supports necessary and mandated by the McKinney-Vento Homeless Assistant Act and Chancellor's Regulation A-780.**

2. Please describe the services you are planning to provide to the STH population.

**Currently, Scholars' Academy does not have any students meeting these criteria, upon incurring such students, Scholars' Academy will:**

- Students in temporary housing will meet with Guidance Counselor for counseling as needed.
- Use of funds to support child based upon collaborative meeting with dean, parent and child to establish priorities, i.e. medical supplies, clothing, uniforms, equipment, etc.
- Daily point of contact/mentor: Dean/Guidance Counselor.
- Inform parents and students of their rights under the McKinney-Vento Act through distribution of McKinney-Vento Act and Chancellor's Regulation A-780 as well as parent conferences.
- Tracking and monitoring of attendance, lateness, and academic progress of STH. Will communicate with ISC's STH content expert if lateness, attendance, academic, or behavioral issue arises.
- Ensure that transportation and school meals are free.

### **Part B: FOR NON-TITLE I SCHOOLS (Not Applicable to Scholars' Academy)**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). Part A: FOR TITLE I SCHOOLS
2. Please describe the services you are planning to provide to the STH population.
3. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
4. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                   |             |        |               |  |              |
|---------------------|-------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | Scholars' Academy |             |        |               |  |              |
| <b>District:</b>    | 27                | <b>DBN:</b> | 27Q323 | <b>School</b> |  | 342700010323 |

**DEMOGRAPHICS**

|                |       |  |   |   |    |   |          |   |
|----------------|-------|--|---|---|----|---|----------|---|
| Grades Served: | Pre-K |  | 3 |   | 7  | v | 11       | v |
|                | K     |  | 4 |   | 8  | v | 12       | v |
|                | 1     |  | 5 |   | 9  | v | Ungraded |   |
|                | 2     |  | 6 | v | 10 | v |          |   |

| <b>Enrollment</b>  |            |            |            | <b>Attendance - % of days students attended:</b> |           |         |         |
|--------------------|------------|------------|------------|--|-----------|---------|---------|
| (As of October 31) | 2008-09    | 2009-10    | 2010-11    | (As of June 30)                                  | 2007-08   | 2008-09 | 2009-10 |
| Pre-K              | 0          | 0          | 0          |  | 96.4/96.3 | 96.5/   | 96.2 /  |
| 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            | 186        | 188        | 192        |  |           |         |         |
| Grade 7            | 185        | 186        | 190        |  |           |         |         |
| Grade 8            | 179        | 180        | 186        |  |           |         |         |
| Grade 9            | 91         | 107        | 111        |  |           |         |         |
| Grade 10           | 98         | 90         | 103        |  |           |         |         |
| Grade 11           | 0          | 97         | 88         |  |           |         |         |
| Grade 12           | 0          | 0          | 100        |  |           |         |         |
| Ungraded           | 0          | 0          | 0          |  |           |         |         |
| <b>Total</b>       | <b>739</b> | <b>848</b> | <b>970</b> |  |           |         |         |

  

| <b>Student Stability - % of Enrollment:</b> |         |         |         |
|---|---------|---------|---------|
| (As of June 30)                             | 2007-08 | 2008-09 | 2009-10 |
|   | 98.0    | 98.8    | 97.9    |

  

| <b>Poverty Rate - % of Enrollment:</b> |         |         |         |
|--|---------|---------|---------|
| (As of October 31)                     | 2008-09 | 2009-10 | 2010-11 |
|  | 29.5    | 44.0    | 45.6    |

  

| <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
|--|---------|---------|---------|
| (As of June 30)                                      | 2007-08 | 2008-09 | 2009-10 |
|  | 2       | 13      | 6       |

  

| <b>Recent Immigrants - Total Number:</b> |         |         |         |
|--|---------|---------|---------|
| (As of October 31)                       | 2007-08 | 2008-09 | 2009-10 |
|  | 1       | 0       | 0       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31)                             | 2008-09 | 2009-10 | 2010-11 | (As of June 30)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 0       | 0       | 0       | Principal Suspensions                               | 11      | 10      | 26      |
| # in Collaborative Team Teaching (CTT) Classes | 0       | 0       | 0       | Superintendent Suspensions                          | 2       | 3       | 10      |
| Number all others                              | 5       | 3       | 9       |   |         |         |         |

*These students are included in the enrollment information above.*

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| (As of October 31)                                  | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | N/A     | 0       | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b> |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)  | 2008-09 | 2009-10 | 2010-11 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                               | 0       | 0       | TBD     |  |         |         |         |
| # in Dual Lang. Programs  | 0       | 0       | TBD     |  |         |         |         |
| # receiving ESL services only                                     | 0       | 0       | TBD     | Number of Teachers                                     | 35      | 41      | 46      |
| # ELLs with IEPs  | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 9       | 6       | 7       |

*These students are included in the General and Special Education enrollment information above.*

| <b>Number of Educational Paraprofessionals</b> |         |         |         |
|--|---------|---------|---------|
| (As of October 31)                             | 2007-08 | 2008-09 | 2009-10 |
|  | 0       | 1       | 0       |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 0       | 0       | 0       | % fully licensed & permanently assigned to this school | 100.0   | 100.0   | 100.0   |
|   |         |         |         | % more than 2 years teaching in this school            | 40.0    | 51.2    | 54.4    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 22.9    | 26.8    | 39.1    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 63.0    | 73.0    | 87.0    |
| American Indian or Alaska Native                  | 0.7     | 0.8     | 1.0     | % core classes taught by "highly qualified" teachers   | 100.0   | 95.1    | 100.0   |
| Black or African American                         | 16.9    | 18.5    | 20.0    |  |         |         |         |
| Hispanic or Latino                                | 12.9    | 13.0    | 13.3    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 19.9    | 19.1    | 20.0    |  |         |         |         |
| White   | 48.0    | 46.8    | 45.4    |  |         |         |         |
| <b>Male</b>                                       | 46.1    | 44.8    | 43.5    |  |         |         |         |
| <b>Female</b>                                     | 53.9    | 55.2    | 56.5    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  |           |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|                  |           |  |  |         |         | v       | v       |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|  | Phase                         |   | Category |               |
|--|-------------------------------|---|----------|---------------|
|  | In Good                       | v | Basic    | Focused       |
|  | Improvement Year 1            |   |          | Comprehensive |
|  | Improvement Year 2            |   |          |               |
|  | Corrective Action (CA) – Year |   |          |               |
|  | Corrective Action (CA) – Year |   |          |               |
|  | Restructuring Year 1          |   |          |               |
|  | Restructuring Year 2          |   |          |               |
|  | Restructuring Advanced        |   |          |               |

#### Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> |   | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA:                           | v | ELA:                   |
| Math:                          | v | Math:                  |
| Science:                       | v | Graduation Rate:       |

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups      | <u>Elementary/Middle Level</u> |      |         | <u>Secondary Level</u> |      |             | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
|                     | ELA                            | Math | Science | ELA                    | Math | Grad Rate** |                 |
| <b>All Students</b> | v                              | v    | v       |                        |      |             |                 |
| <b>Ethnicity</b>    |                                |      |         |                        |      |             |                 |

|   |          |          |          |  |  |  |  |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native                | -        | -        | -        |  |  |  |  |
| Black or African American                       | v        | v        | -        |  |  |  |  |
| Hispanic or Latino                              | v        | v        | -        |  |  |  |  |
| Asian or Native Hawaiian/Other Pacific Islander | v        | v        |          |  |  |  |  |
| White   | v        | v        |          |  |  |  |  |
| Multiracial                                     | -        | -        |          |  |  |  |  |
| Students with Disabilities                      | -        | -        | -        |  |  |  |  |
| Limited English Proficient                      |          |          |          |  |  |  |  |
| Economically Disadvantaged                      | v        | v        |          |  |  |  |  |
| <b>Student groups making</b>                    | <b>6</b> | <b>6</b> | <b>1</b> |  |  |  |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | A    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 77.1 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 9    | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 22   | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 46.1 |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 0    |  |  |  |  |  |    |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| v = Made AYP   | U = Underdeveloped                            |
| vSH = Made AYP Using Safe Harbor Target              | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP                                 | P = Proficient                                |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed                           |
|  | NR = Not Reviewed                             |

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)