

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I    [X] Charter    [ ] Magnet    [ ] Choice

Name of Principal Ms. Brenda Carrasquillo-Silen

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Icahn Charter School 2

(As it should appear in the official records)

School Mailing Address 1640 Bronxdale Avenue

(If address is P.O. Box, also include street address.)

City Bronx State NY Zip Code+4 (9 digits total) 10462-3302

County Bronx State School Code Number\* 321100860909

Telephone 718-828-6107 Fax 718-828-7308

Web site/URL http://icahncharterschool2.org E-mail bcarrasquillo@ccics.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Jeffrey Litt E-mail: jlitt@ccics.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Icahn Charter School 2 Tel. 718-828-6107

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Gail Golden

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 1 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	16	22	38
1	14	23	37
2	12	28	40
3	15	18	33
4	18	21	39
5	15	20	35
6	14	20	34
7	13	21	34
8	16	15	31
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	133	188	321

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 35 % Black or African American
  - 59 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 1 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	324
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 8 %  
26 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Spanish, Italian, Albanian, Bengali, and Twi
8. Students eligible for free/reduced-priced meals: 79 %  
 Total number students who qualify: 253

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 79 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %  
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>7</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	95%	96%	98%	92%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Icahn 2, using E.D. Hirsch's Core Knowledge curriculum, provides students with a rigorous academic program arming them with knowledge needed to excel.

## **PART III – SUMMARY**

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Icahn Charter School # 2 (ICS2) is an educational replica of the original and successful Carl C. Icahn Charter School located in Bronx, New York whose core curriculum is based on Core Knowledge. We were located in Community School District 8 from 2007 through 2010. In September, 2010 we moved into our new facility at 1640 Bronxdale Avenue, in Community School District 11 which is also located in Bronx, New York. Icahn 2 began as K-2 school in 2007 and has added a grade level each year since. We are currently a Kindergarten through Grade 8 school and are designed as a school with 324 students. Demographically, the student body generally consists of Hispanic students (58.4%) and African-American students (35.2%). The elements that are key in our program include a longer school day, a longer school year, and small classes with two classes per grade.

The staff, students, and parents, have a close relationship. Children and teachers thrive on individual attention. Education can be individualized which is crucial for children at risk of academic failure. We provide Targeted Assistance teachers to support the classroom. Programs are provided for remedial, English as a Second Language (ESL), Individualized Educational Plan (IEP) driven and advanced work. Teachers receive professional development training prior to the opening of each school year, as well as half/full day sessions during the school year.

The principal organizes the school so that student learning is maximized by working with teachers to make sure that the curriculum is followed and visits classes on a regular basis for the purpose of informal and formal observations. She works with families to make sure that parents understand the academic program as well as how to lend support at home. We have a full time staff developer that works closely with the principal. The staff developer works with teachers individually and in groups. The principal organizes the school day so that efficiency and support for the school's mission are paramount.

ICS2 provides an environment in which all staff members share one vision and demonstrate the significance of their role. All personnel participate in professional development each year in either half-day or full-day sessions. The Core Knowledge curriculum is detailed and elaborate and also encourages teacher input, which enhances their stake in the work. The sequence is designed to provide a distinct outline of material to be covered by grade in order for the content and skills to be built upon in a cumulative manner from year to year. Faculty are provided with current and relevant texts for professional use during training sessions. We create open lines of communication with parents to develop a successful school year with multiple workshops on different subject areas.

We believe in the philosophy that all students can learn, which is why we put so much emphasis on reaching the full scope of diversity in our school, and closing the gap between those in need, and those craving a challenge. Efforts include differentiation of all lessons, small group instruction with the aid of Targeted Assistance teachers, and re-teaching of confusing concepts with programs such as Saturday Academy, after-school tutoring, and morning book club. These programs all focus on allowing our students to gain knowledge which will make them college/career ready to meet the New York State Common Core Learning Standards.

Our student selection process follows the NY State Charter school guidelines. Students that are enrolled in the school were randomly chosen in a lottery. The Icahn Charter School 2 Enrollment and Retention Plan was designed to facilitate enrollment and the retention target of student populations established by the State University of New York Trustees.

Formal recruitment of incoming students begins each year on February 1st. Icahn 2 advertises an open registration process. Families, if they choose, can meet Icahn 2 staff members and review the expectations of the school. Icahn 2 maintains a policy of equitable admissions access to all students in every phase of its admissions process. Interested families submit applications during the period between February 1st and April 1st, at which point students will be accepted. If the number of applications to Icahn 2 exceeds capacity, a lottery or a random selection process is conducted. The school lottery takes place in April of each year and it is then that students are chosen to fill the Kindergarten seats and any other open seats in the

remaining grades. Icahn Charter School 2 has a sibling rule, in which a sibling of an existing student is guaranteed enrollment in the school. The lottery is held in the beginning of April and in 2014 it received 2378 applications for approximately less than forty then available seats.

The Icahn 2 lottery is conducted using specialized computer software specifically designed for random selection of applications. During the lottery process, all completed and accepted applications submitted during the enrollment period are inputted onto a database. During the public lottery, the computer program generates random listings of students, until all applications have been drawn. After all available spaces have been filled in each grade and according to preference category, a waiting list is created by the remaining computer generated applicants. The waiting list ranks applicants for a given grade or preference category, and this is the manner in which students are identified for future selection.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Icahn Charter School 2 uses the Core Knowledge Curriculum developed by E.D. Hirsh. The units of study are taught sequentially and thematically. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all the grade levels. Each grade has a syllabus. By outlining the precise content in the syllabus, teachers are guided and students learn necessary grade level elements in English Language Arts, literature, history and geography, mathematics, science, and the visual arts. Core Knowledge represents an age-appropriate sequence. Furthermore, our curriculum promotes the knowledge necessary for college/career readiness as mandated in our New York State Common Core Standards. Our Core Knowledge syllabus is an effective tool for lesson planning and communication among teachers and parents.

Icahn Charter School 2 teachers use assessment to inform instruction. They provide scaffolding of instruction to meet individual student's needs. Data is used as feedback to shape and guide student learning. Instruction includes opportunities for students to demonstrate higher-order thinking through questioning and project-based learning modules. Our curriculum further sets high expectations for all students

The Icahn Charter School 2 English Language Arts program provides an interdisciplinary approach to systematic and sequential phonics instruction, and, decodable literature to promote early reading success. Students read award-winning fiction and non-fiction literature. Each classroom has numerous library books for the children to borrow and read at home while teachers maintain a log of each child's reading. In addition, all grades have class sets of well-known children's literature for in class use and guided reading lessons.

The mathematics program at Icahn Charter School 2, as well provides an interdisciplinary approach to a curriculum that covers units beyond the conventional. Students create an integrated project combining Core Knowledge with Math implications. The task requires the creation of a project, a written report, and oral presentation. We build a foundation by looking at easier math models and revisiting prior knowledge. We are moving students from concrete models to the abstract models. Students move from basic computational skills to more complex concepts and mathematical reasoning. Publisher materials, i.e. EnVision Math/Math Connects, helps students develop conceptual understanding of important math concepts. Every lesson includes a problem-based interactive learning that builds concrete understanding of math concepts. The Digital System (online component) provides access to that Visual Learning Animation, Interactive Math Stories, Topic Opener and more. It instructs the entire class with engaging and interactive content that makes the math come alive. We work together, and in small groups, to allow an investigated approach that is skills-based, depending on the need of our students. We use manipulatives that allow teachers and students to model mathematical concepts.

Science is an integral part of the Icahn Charter School 2 Core Knowledge curriculum and provides a nurturing environment for inquiry and science investigation, the philosophy is that by using hands-on and minds-on activities, students will have a greater understanding and greater retention of the science content being taught. This is part of the constructivist and scientific process ideology that is part of the Core Knowledge Science. Studies of Earth Science, Geology, Physics, Biology and Chemistry are among the topics included in the K-8 curriculum. As mentioned in the first paragraph, the content spirals throughout the grades with each following grade going into more depth. For example, when the students study ecosystems in Grade 3, they dissect owl pellets. This allows the students to search for bones of animals that barn owls have eaten. Inquiry and scientific method are all utilized in this activity. Throughout different grades levels, students engage in the study of rocks and minerals. The students have a chance to observe and calculate the mass and density of specific rock samples. Graduated cylinders are used in order to calculate the volume of regularly and irregularly shaped objects. Pan balance and triple beam balance scales are used to find the mass of various objects. Lesson, such as this, are given to expand the horizons of students through their natural environment and to afford them the opportunity to envision studying the sciences perhaps in their higher education future. The Core Knowledge curriculum in Science lends itself to

different activities and resources. Trips to The Planetarium and Hall of Science are planned as motivators. Students view videos for enrichment from different internet sites: BrainPop Jr., Discovery Education, Kids Health, and YouTube Education. By the time students reach the 4th and 8th grade, they are required to take the New York State Elementary-level Science Assessment and Intermediate-Level Science Assessment administered in grade 4 and grade 8 and the Living Environment Regents in grade 8. Here, they receive extended instruction in biology. They receive afterschool support.

Social Studies is a truly exciting subject area at Icahn Charter School 2. Our children, beginning with early childhood classes, learn about the continents, Ancient Greece, Ancient Rome, exploration, colonialism, slavery, government, etc. Students create a Social Studies Core Knowledge project based on one of the topics covered in Social Studies. The task requires the creation of a project, a written report, and oral presentation.

## **2. Other Curriculum Areas:**

Foreign language instruction for middle school at Icahn Charter School 2 is geared towards the philosophy of fostering life-long learning of Spanish. Students learn in an active learning environment where lessons are based on dialogue and discussion. Through this strategy the content is made more comprehensible and students can become fluent Spanish speakers. One of the most important aspects of this philosophy is teaching the cultural aspects of the language to the students. Students study geography and culture of Spanish-speaking countries and engage in culturally influenced activities. Students in middle school enjoyed the opportunity to taste and share in the divergence of foods known as Tex-Mex. The students used their geography skills to locate and observe the proximity between the state of Texas and the country of Mexico. Students then discussed the essential question: How does local environment affect the food that people eat? This discussion led to a Tex-Mex tasting in which the students contributed flour, wheat, and multi-grain chips, mild salsa, cheese dip and the famous Mexican guacamole. They listened to Mexican music as they explored various dishes. Students articulated their opinions of the food by stating their preference in the Spanish language. In all, the Spanish program for middle school extends beyond the learning of terminology; the students are becoming proficient learners of the elements of the Spanish culture.

The Kindergarten through 2nd grade classes participate in the LEAP program (Learning through an Expanded Arts) three days per week. LEAP provides a hands-on, arts-based approach to teaching the academic curriculum. LEAP consultants incorporate drama, visual arts, music, creative movement, cooking, games, and storytelling to classroom lessons to improve the literacy skills of our young learners. In addition to helping students, LEAP provides workshops that show early childhood teachers how to use LEAP techniques in their classrooms.

Icahn Charter School 2 has been involved with The Charter School Athletic Association since 2010. The charter league has provided us with a variety of activities which have helped enhance school spirit, athletic development, and parental involvement for Icahn Charter School # 2. The basketball program has grown significantly since our first year with Charter School Athletic Association. We now have Boys and Girls teams for the 4th & 5th grade, 6th Grade, and Junior High School Varsity leagues. Throughout our growth, Icahn 2 has won the following: 2014 Junior High School Girls Region 1 Champions; 2014 6th Grade girls Region 1 Champions; 4th and 5th Grade Boys Region 1 2nd Place; 4th and 5th Grade Girls Region 1 2nd Place; 2014 & 2015 6th Grade Boys Icahn Cup Winners; 2014 & 2015 6th Grade Girls Icahn Cup Winners; 2012 6th grade Co-Ed Region 1 2nd Place. This year, 2015 will mark the first year that both our boys and girls Junior High School Varsity teams will compete in the playoffs. The boys finished in 4th place, while the girls finished in 2nd place in the Region 1 divisions which hosted 14 different charter schools throughout the Bronx and Queens. In addition to basketball, Icahn #2 has also competed in Junior High School Varsity soccer for the first time last year finishing in 2nd Place. Prior to this Icahn 2 competed in the 2012 Round Robin Soccer Tournament which we also came in 2nd place and the 2012 Junior Tennis Tournament in which we took 1st place.

Technology has played a significant role in our goal to reach all learners. All classrooms have access to computers, SmartBoards, Elmo document cameras, i-Pads and laptops. This equipment exposes our

students to ever-changing technology and gives them opportunities that might not otherwise be available at home. Research is conducted often and students are able to gain access to our school based program called I-Ready. This program provides teacher resources and student individualized Math and ELA instruction, which targets students' strengths and weaknesses and uses the gained data to develop lessons that are fit for their ability.

Icahn 2 also has a school-wide nutrition committee in which the children meet with the school dietitian to discuss healthy menu options. The school participates in the Meatless Mondays initiative and students and parents are made aware of the benefits to a meatless diet. Additionally, students at Icahn 2 participate in our school-wide performance at year's end. The performances incorporate elements of the Core Knowledge curriculum, drama, and music.

### **3. Instructional Methods and Interventions:**

Icahn Charter School 2 is proud of its many unique programs. All programs have as their major goal to improve the academic achievement of the targeted children through small group instruction, remediation, and in many situations, counseling. The after school program is offered to children in all grades who do not have an adult to receive them at our regular 3:45 PM dismissal. The two hour program provides homework assistance, snacks, and recreation when feasible.

Over one hundred thirty children are provided with small group instruction using a pull out model. The children are grouped according to their areas of weakness as identified on the Iowa Test of Basic Skills and meet for 45 minutes, five days per week. Approximately 70 children are provided with small group instruction in mathematics and 60 children are provided with small group instruction in ELA.

Here at Icahn Charter 2 we use blended learning strategies. Students learn in different ways and at different paces. A textbook may communicate a concept to some children adequately, while a hands-on demonstration works for others. Blended learning leverages technology to empower teachers to customize an educational plan and its pacing for each student's unique needs while tracking their mastery. Teachers can then focus their traditional classroom instruction on individuals and small-groups, producing special lesson plans based on real-time student results.

Icahn Charter School #2 also uses the Waterford Early Learning program to help fulfill our school mission of helping all children build the foundation for a lifetime of learning. The program individualizes three years of complete Reading and Math computer data to meet each child's unique learning needs. The program provides a complete continuum of instruction tailored to each student's individual learning needs in grades K, 1 and 2. It is easy to navigate, instruction is scaffolded and blends in with our Core Knowledge syllabus; audio; multimedia songs, stories, biographies, artwork and games from around the world are also part of the program. Additionally, in Grades K-8 we use I-Ready, an online program built for the New York State Common Core. It has adaptive diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve our end-of-year targets, based on our syllabus. Online instruction, practice and additional downloadable lessons exist to help teachers meet individual student or small group needs. For teachers and administrators the easy-to-use reporting and ongoing progress monitoring provides our teachers and administration real-time insights for individual students.

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

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### **1. Assessment Results Narrative Summary:**

Icahn Charter School 2 has averaged proficiency rates of 85.1% in Math and 74.3% in ELA over the past 5 years. Icahn Charter School 2 is located in District 11 which has historically had low proficiency rates. District 11 has averaged proficiency rates of 37.4% in Math and 29.62% in ELA over the same span. Icahn 2 outperformed the district with an average of 47.4 percentage points in Math and 44.7 percentage points in ELA from 2009-2014. Icahn 2 outperformed New York City by an average of 38.0 percentage points in Math and 36.7 percentage points in ELA. Icahn 2 bested NY State's proficiency rates by an average of 33.0 percentage points on Math and 30.7 percentage points in ELA.

The rigors of the New York State Common Core Learning Standards in 2012 caused a decrease in performance statewide. Although Icahn 2 had a drop in proficiency on the NY State exams in 2013, it remained as a top performing school in New York City. Icahn 2's proficiency rates remained an average of 48.2 percentage points above District 11 on Math and 37.6 percentage points above on ELA in 2013 and 2014. Icahn 2's proficiency rates remained an average 38.6 percentage points above the New York City in Math and 29.1 percentage points above in ELA. When compared to the state, Icahn 2's scores outperformed the state by an average of 37 percentage points in Math and 28.1 percentage points in ELA. On the Iowa Test of Basic Skills, the students' scores rank among the best in the nation. Over the past five years Icahn 2's percentile rank has averaged 76.8. The data reveals a positive trend in the school's performance in which the percentile rank has risen from 61.2 to 81.1. Additionally, Icahn 2 has met its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year. Icahn 2 has consistently met its AMO and AYP in all subgroups.

Icahn 2 prides itself on the success that it has been able to attain on standardized tests. Effective instructional strategies and appropriate professional development has resulted in high achievement. The results of the NY State assessments over the past seven years are a testament to our unending determination to raise the bar and achieve greater results year after year.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Data-analysis is an ongoing process at Icahn Charter School 2 and is a crucial element of our success. In order to improve student and school performance Icahn Charter School 2 teachers give weekly assessments which assess students on skills/strategies covered during the week. The classroom teachers extend their weekly exams to more closely imitate the length of New York State testing. Icahn 2 also conducts monthly simulation exams to help students further prepare for state testing. The simulation exams mirror the format and rigors of the New York State exam and are strong indicators of expected performance on the actual exams.

Instruction at Icahn Charter School 2 is data-driven and it is the data from the simulation exam and weekly exams that are at the helm. The data from the simulation exams and weekly exams are heavily analyzed by teachers and administration and areas of need are immediately identified and addressed. The teachers pinpoint skills, strategies, or genres the students demonstrated the most difficulty with. Teachers make necessary modifications to instruction and pacing and revisit areas of need. The findings of the analysis are also communicated with Targeted Assistance teachers to assure that small-group sessions are tailored with areas of need in mind. Targeted assistance groups remain flexible throughout the year as needs change depending on skills and strategies covered.

During all examinations teachers note the testing behaviors of the students and articulate expected behaviors and needed improvement with the students. Teachers also collect data through classroom observation of students and make adjustments in instruction when needed. Mastery of material is also assessed during Project-Based Learning activities. The projects are an extension of content covered in class and students are required to conduct research of a Core Knowledge unit of study and present the information to their class. Parents are informed of the progress of their children and are made aware of the results of each simulation

exam and weekly exam. Those results are sent home to parents every six weeks in the form of a progress report. Teachers consistently communicate with parents and share any areas of concern they may have.

Again, data-analysis is a continuous process and is the key component of our decision-making.

## Part VI School Support

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### 1. School Climate/Culture

Gestalt, understood as the whole is greater than the sum of its parts, guides the continued development of our educational, social and emotional construct. Academic success is our goal knowing it can only be achieved when professionals and students alike hold themselves accountable. We are a school community palpable by passing through our threshold. United each morning, led by the principal, we reiterate daily: STAR, safety, teamwork, achievement and responsibility; NED, never give up, encourage others and do your best; our school motto: good, better, best, never let it rest, until your good is better and your better is best. These simple words, with powerful meaning, begin each daily journey into self-awareness and academic growth. It is only when we understand the power that lies within us that we can strive to be the best and succeed.

The richness of our Core Knowledge curriculum, tied with Common Core Learning Standards set the stage for integrated and coherent study. Dedicated professionals artistically orchestrate the presentation, focusing on each child individually, and as a team member, to develop strengths and remediate weaknesses. The Junior Great Books program, an excellent literacy resource, supports comprehension through open dialogue, instilling in all participants deeper understanding and respect for the opinions of others through discussion. These techniques transcend curriculum areas and help to support and enrich the learning environment. Through shared inquiry students internalize the value of their ideas, thoughts and opinions. This technique also provides students with a safe environment to accept mistakes, be intellectually challenged and rethink their ideas. Teachers facilitate rather than instruct the concepts to be learned.

Data-based instruction allows for reflective planning and meeting the needs of the individual student. Small group instruction as well as independent learning is encouraged. Computers are stationed in each classroom, at a lab, and also on laptop carts. Online curriculum-based programs: Waterford and i-Ready are utilized throughout the day for independent studies. Performance based learning projects are completed four times a year. Beginning in Kindergarten every student is required to demonstrate learning through a hands on project and in the middle to upper grades a related research paper. Rubric evaluation format is used for student work. This method prepares the student with a clear outline of what is expected and how it is graded.

Collaboration rather than competition reigns throughout the building for staff and students. This can be achieved because of a principal who is definitely an authority figure, but is also respected for her knowledge and abilities as an educator and approachability as a colleague. Administrator, support staff, experienced teachers and novices, observe, share and develop new ideas and techniques together. Periodic professional development meetings hone in on common concerns and introduce new programs and methodologies. Common planning period meetings are open conversations about any topic of concern, without fear of reprisals. Official observations are not seen as a threat but rather an evaluation of needs, improvements and recommendations. Education is not the end, but the journey taken.

Academic learning is only one type of growth we look for our students to achieve. Using music, song, poetry and plays our students prepare for an end of the year performance, a highlight to culminate the year. A ballroom dancing program keeps on fourth graders on their toes and our upper grade girls and boys sport's teams are district champs. LEAP (Learning through the Arts Program) artists join us in the lower grades with enrichment activities. Learning by experience is not only used in math and science but classes are encouraged to take monthly educational trips.

Sensitivity to multiple learning modalities isn't an option, it is a necessity. Valuing each student and professional for their uniqueness and talent creates an environment of risk takers. When we are willing to try, make mistakes, try again and travel the road least traveled, the possibilities are endless, dreams are attainable, and the future is ours.

## **2. Engaging Families and Community**

At ICS2 we recognize that a strong and continual alliance between school, family, and community is an integral component in student achievement and school success. From the moment new members are welcomed into the Icahn family, they are informed of current school policies and expectations through an Open House including the review of a comprehensive introductory packet, tour, and recommendations for creating an appropriate learning environment at home and a successful transition to school. Additionally, we utilize the support of World Vision that provides much needed school supplies for our students.

With the assistance of a Parent Guardian, Guidance Counselor, teachers, and other staff members we hold workshops and events to inform families about decisions that will impact student learning. They have included but are not limited to topics such as The Core Knowledge Curriculum and Common Core Learning Standards, Meatless Mondays which addresses proper nutrition, all things “High School,” which assists our middle school parents in navigating through the entire process, and Jr. Great Books and 100 Book Challenge seminars that promote reading and critical questioning techniques that can be used within the home.

At Icahn 2 we recognize the diversity of our population by facilitating communication using different languages and modalities including a school newsletter, eChalk website, and an open door school policy allowing for frequent visits for celebratory and academic purposes. Students receive six narrative progress reports annually that are tailored to address student strengths and challenges along with individualized plans to achieve success. Families volunteer to chaperone school trips including a three-day environmental educational experience, participate in graduation preparation, and rally and support NYC Charter Schools in Albany. The active involvement of the community is fostered through relationships with local fire and police department officers to promote character education, cyber safety, and heightening parental awareness.

Embedded within our school mission, is the desire to assist students in fostering a sense of personal and community responsibility. Families are invited to a multicultural event where they are encouraged to share traditional food and customs while forging relationships with other families that will extend beyond the school walls. Students and families participate in philanthropic activities such as a Penny Harvest, Pajama Drive, and Food Drive that send donations and funds to student chosen charities, including local shelters and global organizations such as Heifer International that offers projects to aide in the fight to prevent world hunger and provide education to all.

## **3. Professional Development**

The professional development program at Icahn Charter School 2 is fluid, differentiated and collaborative-based on the needs of our school. The process may be observation with feedback, demonstration lessons, team teaching, grade/staff meetings, and mentoring newer faculty. More experienced staff are able to further their learning with sessions that will allow them to grow as educators. The full time professional staff developer duties are, but not limited to: working closely with the principal, creating a professional development program developed with input from the teachers via a needs assessment and administrative classroom observation. We differentiate professional development to meet the needs of the staff at their level of experience. The half time staff developer provides insight to the principal regarding data which assists in driving our professional development program. Data conversations are held with all stakeholders to provide ways to analyze student work, diagnosis of needs, and prescribing instruction accordingly. The goal of our professional development program is to keep teachers informed and foster their growth. The learning opportunities include the consistency of having consultants familiar with the needs of the staff in the areas of technology, math and writing. The consultants conduct demonstration lessons, assist with planning and pacing, and offer workshops. The effectiveness of these programs is constantly evaluated. Icahn Charter School #2 focuses in on an interdisciplinary approach with emphasis on vocabulary development/academic language acquisition. Anchor charts are indicative of current lessons and act as a reference point for teachers, students and administration. These charts are used in all subject areas to make performance tasks more successful. Our professional development is coupled with educational reading

materials for staff to increase student performance working with the standards. A quick reference of our professional activities are as follows: investigating the Common Core Learning Standards (Use of NY state online resources); Team teaching modeling; assessing and tracking the 5 elements of reading in early childhood using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading and Comprehension (TRC); genre studies; the use of technology and available resources provided by our technology consultant; using the Common Core Learning Standards to prepare lessons; incorporating enriched vocabulary in students' writing; increasing comprehension by integrating other curriculum areas and literature to build background knowledge; use of differentiated activities/small group. The Mathematics professional development model is reinforced by the services of on-site consultants who work directly with the teachers, students, and administration. The Mathematics consultants work in a variety of ways including, but not limited to, planning of lessons related to the National Council of Teachers of Mathematics (NCTM) and Common Core Learning Standards and organizing the order of curriculum pacing.

#### **4. School Leadership**

Student learning is maximized when principals, teachers and parents work together with a common vision. Our school principal manages the school in order to assure the fidelity to our school curriculum, policies and fosters a team mentality with a focus on instructional collaboration. The principal visits classes on a regular basis for the purpose of informal and formal observation. Meeting with teachers, providing feedback and next steps are discussed during these sessions. Our professional development program has a direct correlation to these observations. Working with families to make sure that parents are also knowledgeable about our academic supports as well as school vision is a priority for the principal. Deciding on the purchasing of appropriate programs that best meet the school's curriculum to be used by faculty, with staff input, as additional resources is another way the principal reaches out to stakeholders. On-going faculty data meetings by grade and across grades are held at a minimum of twice a month. These meetings focus on student strengths, weaknesses and include all support staff with the classroom teachers. As needed and budgeted are outside consulting firms that are bring in their expertise in the areas of literacy, technology, arts and mathematics.

Under the direction of the principal, the staff developer provides leadership, enthusiasm, mentoring, and support for implementing continuous improvement of the school instructional program. The role of the staff developer is to provide day-to-day professional discussions and support to staff regarding the implementation of school-wide program, resources and initiatives, such as the Core Knowledge curriculum, literacy, numeracy, and the use of standards based instruction using the Common Core. The principal and staff developer spearhead grade-level teams in the analysis and use of assessment data to identify students for appropriate instruction. This support helps to facilitate learning in the classroom.

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Average Score	89	93	92	98	94
Number of students tested	40	32	34	29	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Average Score	94	96	99	99	94
Number of students tested	28	35	30	34	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jan
<b>SCHOOL SCORES</b>					
Average Score	92	99	96	99	
Number of students tested	35	34	35	35	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Average Score	99	97	95		
Number of students tested	35	32	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Average Score	89	99			
Number of students tested	32	29			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	99				
Number of students tested	29				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Average Score	79	90	87	91	66
Number of students tested	29	29	32	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Average Score	92	95	93	88	70
Number of students tested	28	35	30	34	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jun	Jun
<b>SCHOOL SCORES</b>					
Average Score	91	95	92	91	
Number of students tested	35	34	35	35	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jun	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	92	88	87		
Number of students tested	35	32	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jun	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	72	90			
Number of students tested	32	29			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Tests of Basic Skills</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jun	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	79				
Number of students tested	29				
Percent of total students tested	100				
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NY State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	31	20	31	27	33
NYS Level 4	9	4	4	12	17
Number of students tested	40	32	34	29	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	24	17	22	22	24
NYS Level 4	7	4	2	10	11
Number of students tested	32	27	25	24	24
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	4	4	3	0	2
NYS Level 4	1	1	0	0	0
Number of students tested	8	4	3	1	3
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	1	0	0	3	0
NYS Level 4	0	0	0	0	0
Number of students tested	2	0	0	3	1
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	16	11	18	20	13
NYS Level 4	7	3	2	8	9
Number of students tested	24	17	20	20	13
<b>5. African- American Students</b>					
NYS Level 3 and above	13	8	12	7	18
NYS Level 4	2	1	2	3	8
Number of students tested	14	14	12	7	18
<b>6. Asian Students</b>					
NYS Level 3 and above	1	1	1	1	
NYS Level 4	0	0	0	1	
Number of students tested	1	1	2	1	
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					
NYS Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	1				2
NYS Level 4	0				1
Number of students tested	1				2
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NY State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	18	28	30	34	22
NYS Level 4	7	9	19	19	9
Number of students tested	28	35	30	34	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	13	21	23	25	12
NYS Level 4	6	8	14	15	4
Number of students tested	21	26	23	25	14
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	2	4	0	2	0
NYS Level 4	2	2	0	1	0
Number of students tested	2	4	0	2	1
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	2	0	0
NYS Level 4	0	0	1	0	0
Number of students tested	0	0	2	0	1
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	9	18	19	12	9
NYS Level 4	3	7	14	7	4
Number of students tested	14	21	19	12	9
<b>5. African- American Students</b>					
NYS Level 3 and above	9	10	8	20	12
NYS Level 4	4	2	3	11	4
Number of students tested	13	13	8	20	14
<b>6. Asian Students</b>					
NYS Level 3 and above	0	0	2	0	1
NYS Level 4	0	0	2	0	1
Number of students tested	1	1	2	0	1
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above			1		
NYS Level 4			0		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested			1		
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above				2	
NYS Level 4				1	
Number of students tested				2	
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					0
NYS Level 4					0
Number of students tested					1
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NY State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	30	27	33	34	
NYS Level 4	10	9	15	18	
Number of students tested	35	35	35	35	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	22	21	27	21	
NYS Level 4	7	7	14	8	
Number of students tested	25	28	28	22	
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	4	0	2	1	
NYS Level 4	1	0	1	0	
Number of students tested	4	1	2	1	
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	0	0	
NYS Level 4	0	0	0	0	
Number of students tested	0	2	0	0	
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	18	17	11	16	
NYS Level 4	6	6	5	8	
Number of students tested	21	22	13	17	
<b>5. African- American Students</b>					
NYS Level 3 and above	11	8	20	15	
NYS Level 4	4	2	9	8	
Number of students tested	13	10	20	15	
<b>6. Asian Students</b>					
NYS Level 3 and above	1	2	0	1	
NYS Level 4	0	1	0	1	
Number of students tested	1	2	0	1	
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					
NYS Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	0	0	2	1	
NYS Level 4	0	0	1	1	
Number of students tested	0	0	2	1	
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NY State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	29	23	16		
NYS Level 4	19	12	32		
Number of students tested	35	32	32		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	26	18	21		
NYS Level 4	15	10	10		
Number of students tested	29	23	21		
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	0	3	1		
NYS Level 4	0	1	0		
Number of students tested	1	3	1		
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	0		
NYS Level 4	0	0	0		
Number of students tested	3	0	0		
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	18	9	18		
NYS Level 4	12	4	8		
Number of students tested	21	11	18		
<b>5. African- American Students</b>					
NYS Level 3 and above	8	12	11		
NYS Level 4	5	7	7		
Number of students tested	11	19	11		
<b>6. Asian Students</b>					
NYS Level 3 and above	2	0	1		
NYS Level 4	2	0	1		
Number of students tested	2	0	1		
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					
NYS Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above		2	1		
NYS Level 4		1	0		
Number of students tested		2	1		
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NY State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	19	19			
NYS Level 4	7	6			
Number of students tested	32	29			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	17	10			
NYS Level 4	5	4			
Number of students tested	24	15			
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	4	0			
NYS Level 4	1	0			
Number of students tested	6	1			
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0			
NYS Level 4	0	0			
Number of students tested	0	0			
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	8	10			
NYS Level 4	3	4			
Number of students tested	13	15			
<b>5. African- American Students</b>					
NYS Level 3 and above	9	8			
NYS Level 4	3	2			
Number of students tested	17	11			
<b>6. Asian Students</b>					
NYS Level 3 and above	0	1			
NYS Level 4	0	0			
Number of students tested	0	1			
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0			
NYS Level 4	0	0			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1			
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	2	0			
NYS Level 4	1	0			
Number of students tested	2	1			
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NY State Math Exam</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	14				
NYS Level 4	5				
Number of students tested	29				
Percent of total students tested	100				
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	6				
NYS Level 4	3				
Number of students tested	16				
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	0				
NYS Level 4	0				
Number of students tested	2				
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0				
NYS Level 4	0				
Number of students tested	0				
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	6				
NYS Level 4	5				
Number of students tested	15				
<b>5. African- American Students</b>					
NYS Level 3 and above	6				
NYS Level 4	0				
Number of students tested	11				
<b>6. Asian Students</b>					
NYS Level 3 and above	1				
NYS Level 4	0				
Number of students tested	1				
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	1				
NYS Level 4	0				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1				
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	0				
NYS Level 4	0				
Number of students tested	1				
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NY State ELA Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	19	14	33	27	30
NYS Level 4	3	0	4	3	12
Number of students tested	40	32	34	29	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	14	10	25	22	24
NYS Level 4	3	0	4	2	9
Number of students tested	32	27	25	24	24
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	2	2	3	0	2
NYS Level 4	0	0	0	0	0
Number of students tested	8	4	3	1	3
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	0	3	1
NYS Level 4	0	0	0	0	0
Number of students tested	2	0	0	3	1
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	12	5	19	18	11
NYS Level 4	3	0	3	3	4
Number of students tested	24	17	20	20	13
<b>5. African- American Students</b>					
NYS Level 3 and above	7	9	12	7	18
NYS Level 4	0	0	1	0	7
Number of students tested	14	14	12	7	18
<b>6. Asian Students</b>					
NYS Level 3 and above	0	0	2		
NYS Level 4	0	0	0		
Number of students tested	1	1	2		
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above					
NYS Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	0	0	0	0	2
NYS Level 4	0	0	0	0	1
Number of students tested	1	0	0	0	2
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NY State ELA Exam</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	17	24	30	27	14
NYS Level 4	1	4	5	1	0
Number of students tested	28	35	30	34	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	13	17	23	18	7
NYS Level 4	1	1	2	0	0
Number of students tested	21	26	23	25	14
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	1	3	0	2	0
NYS Level 4	0	0	0	0	0
Number of students tested	2	4	0	2	1
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	2	0	0
NYS Level 4	0	0	0	0	0
Number of students tested	0	0	2	0	1
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	9	17	19	10	6
NYS Level 4	0	2	5	1	0
Number of students tested	14	21	19	12	9
<b>5. African- American Students</b>					
NYS Level 3 and above	8	7	8	15	7
NYS Level 4	1	2	0	0	0
Number of students tested	13	13	8	20	14
<b>6. Asian Students</b>					
NYS Level 3 and above	0	0	2		1
NYS Level 4	0	0	0		0
Number of students tested	1	1	2		1
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above			1		
NYS Level 4			0		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested			1		
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above				2	
NYS Level 4				0	
Number of students tested				2	
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					1
NYS Level 4					0
Number of students tested					1
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NY State ELA Exam</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	20	25	34	29	
NYS Level 4	3	7	1	1	
Number of students tested	35	35	35	35	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	16	21	27	29	
NYS Level 4	3	6	1	1	
Number of students tested	25	28	28	35	
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	1	1	2	0	
NYS Level 4	0	0	0	0	
Number of students tested	4	1	2	1	
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	0	0	
NYS Level 4	0	0	0	0	
Number of students tested	0	2	0	0	
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	13	16	12	14	
NYS Level 4	1	5	0	0	
Number of students tested	21	22	13	17	
<b>5. African- American Students</b>					
NYS Level 3 and above	7	7	20	12	
NYS Level 4	2	2	1	1	
Number of students tested	13	10	20	15	
<b>6. Asian Students</b>					
NYS Level 3 and above	0	2	0	1	
NYS Level 4	0	0	0	0	
Number of students tested	1	2	0	1	
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above				1	
NYS Level 4				0	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested				1	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above			2	1	
NYS Level 4			0	0	
Number of students tested			2	1	
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NY State ELA Exam</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	21	13	29		
NYS Level 4	10	2	2		
Number of students tested	35	32	32		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	18	11	18		
NYS Level 4	9	2	1		
Number of students tested	29	23	21		
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	1	2	1		
NYS Level 4	0	1	0		
Number of students tested	1	2	1		
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0	0		
NYS Level 4	0	0	0		
Number of students tested	3	0	0		
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	14	4	15		
NYS Level 4	7	0	1		
Number of students tested	21	11	18		
<b>5. African- American Students</b>					
NYS Level 3 and above	6	7	11		
NYS Level 4	2	1	0		
Number of students tested	11	19	11		
<b>6. Asian Students</b>					
NYS Level 3 and above	1	0	1		
NYS Level 4	1	0	1		
Number of students tested	2	0	1		
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	0	0	1		
NYS Level 4	0	0	0		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	1		
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	0	2	1		
NYS Level 4	0	1	0		
Number of students tested	0	2	1		
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NY State ELA Exam</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	16	20			
NYS Level 4	3	2			
Number of students tested	32	29			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	12	8			
NYS Level 4	2	1			
Number of students tested	24	15			
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	3	0			
NYS Level 4	1	0			
Number of students tested	6	1			
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0	0			
NYS Level 4	0	0			
Number of students tested	0	0			
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	6	9			
NYS Level 4	1	1			
Number of students tested	13	15			
<b>5. African- American Students</b>					
NYS Level 3 and above	8	8			
NYS Level 4	1	0			
Number of students tested	17	11			
<b>6. Asian Students</b>					
NYS Level 3 and above		1			
NYS Level 4		0			
Number of students tested		1			
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above		1			
NYS Level 4		1			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested		1			
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>9. White Students</b>					
NYS Level 3 and above	2	1			
NYS Level 4	1	0			
Number of students tested	2	1			
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NY State ELA Exam</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
NYS Level 3 and above	17				
NYS Level 4	6				
Number of students tested	29				
Percent of total students tested	100				
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
NYS Level 3 and above	6				
NYS Level 4	3				
Number of students tested	16				
<b>2. Students receiving Special Education</b>					
NYS Level 3 and above	0				
NYS Level 4	0				
Number of students tested	2				
<b>3. English Language Learner Students</b>					
NYS Level 3 and above	0				
NYS Level 4	0				
Number of students tested	0				
<b>4. Hispanic or Latino Students</b>					
NYS Level 3 and above	9				
NYS Level 4	3				
Number of students tested	15				
<b>5. African- American Students</b>					
NYS Level 3 and above	5				
NYS Level 4	1				
Number of students tested	11				
<b>6. Asian Students</b>					
NYS Level 3 and above	1				
NYS Level 4	1				
Number of students tested	1				
<b>7. American Indian or Alaska Native Students</b>					
NYS Level 3 and above	1				
NYS Level 4	1				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1				
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
NYS Level 3 and above	1				
NYS Level 4	1				
Number of students tested	1				
<b>9. White Students</b>					
NYS Level 3 and above	1				
NYS Level 4	0				
Number of students tested	1				
<b>10. Two or More Races identified Students</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
NYS Level 3 and above					
NYS Level 4					
Number of students tested					

**NOTES:**