

# **Welcome to College of Staten Island High School for International Studies**

**A school created in Partnership with Asia Society's  
Network of International Studies Schools and  
The College of Staten Island/ CUNY**

# Deeper Learning Big Ideas

- (1) students mastering core academic content;
- (2) students having the capacity of thinking critically and solving complex problems;
- (3) student collaboration in learning;
- (4) students effective communication both written and verbally; and
- (5) ensuring that students are skilled in learning to learn – students have the ability to self assess and work to self correct skills and habits.

# CSI High School's Mission

***Create a nurturing educational environment in which students are actively engaged in developing literacy and problem solving skills to succeed in post secondary education, advanced courses of study and the world of work. At CSI High School, students, staff and parents will collaborate to create a vibrant learning community. Students attending CSI High School will participate in rigorous inquiry based instruction and learning that integrates world issues, languages and cultures. The integration of a thorough course of study with internationally themed content coupled with community involvement will provide students with the skills and experiences to be responsible, globally competent, and ethical participants in the global society.***

# Human Profile of CSI High School

- **CSI HS is a small high school (521 students)**
- **Currently in its eighth year of existence**
- **1<sup>st</sup> small school on Staten Island**
- **No-academic screening for admission**
- **Of the 521 students - the demographics in round numbers reflect the Borough's demographics they are:**
  - 59% are Caucasian**
  - 20% Hispanic**
  - 11% African American**
  - 10% Asian**
  - under 1% Pacific Islander and Native American**
- **Overall student population comprises 15% students with special needs who receive IEP mandated services.**
- **Roughly 19% of the families enrolled are considered economically disadvantaged.**
- **The breakdown between males and females is 42% male and 58% female.**
- **Staffing: 2 administrators, 32 teachers, 1 guidance counselor, 1 college and career counselor, 3 secretaries, and 7 paraprofessionals.**
- **Non Title 1 funded.**

# CSI HS Comparison to NYC / Staten Island Borough Info

- NYC High School city-wide four year graduation rate average 60-65%
- Staten Island four year graduation rate average 72-74%
- CSI HS four year graduation rate (2009-12) 94-96.8%
- Of the Class of 2012 (126) – graduates 95.2% enrolled in College/University.
- Of the Class of 2012 (126) \$3.8 million in scholarships offered.
- CSI HS is a school “in good standing” for AYP NCLB metrics.
- “A” rating last several years in NYC progress reports. In 2011 Progress Report highest A for a high school in the Borough.

# The Latest Progress Report For CSI HS



## Progress Report 2010-11

<b>CSI High School for International Studies</b>	
PRINCIPAL:	Joseph Canale
DBN:	31R047
ENROLLMENT:	526
SCHOOL TYPE:	High School
PEER INDEX:	2.73
<small>(see p. 7 for more details on peer index)</small>	

OVERALL GRADE **A**

OVERALL SCORE **83.4**  
out of 100

PERCENTILE RANK **95**  
This school's overall score is greater than or equal to that of 95 percent of High Schools.

Overall Grades - High School		
GRADE	SCORE RANGE	% OF SCHOOLS
A	70.0 or higher	33% of schools
B	58.0 - 69.9	32% of schools
C	47.0 - 57.9	24% of schools
D	40.0 - 46.9	8% of schools
F	39.9 or lower	4% of schools

For high schools, grades are based on cut scores determined prior to the release of the Progress Report. Further, schools with a four year graduation rate in the top third citywide cannot receive a grade lower than a C. Schools in their first year, without a graduating class or in phase out receive a report with no grade or score.

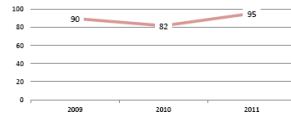
### Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see [schools.nyc.gov/community/planning/Support+and+Intervention.htm](http://schools.nyc.gov/community/planning/Support+and+Intervention.htm).

CATEGORY	SCORE	GRADE	DESCRIPTION
<b>Student Progress</b>	46.3 out of 60	<b>A</b>	Student Progress measures the annual progress students make toward meeting the state's graduation requirements by earning course credits and passing state Regents exams.
<b>Student Performance</b>	22.5 out of 25	<b>A</b>	Student Performance measures how many students graduated within 4 and 6 years of starting high school, and the types of diplomas they earned.
<b>School Environment</b>	9.6 out of 15	<b>B</b>	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
<b>Closing the Achievement Gap</b>	5.0 (14 max)		Schools receive additional credit for exceptional graduation and/or Regents outcomes by students with disabilities, English Language Learners, and students who enter high school at the lowest performance level.
<b>Overall Score</b>	83.4 out of 100	<b>A</b>	The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add up to total score because of rounding.

### Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:



The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. For a description of methodology changes, visit [schools.nyc.gov/ProgressReport](http://schools.nyc.gov/ProgressReport).

### Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

#### Quality Review

The school's most recent Quality Review Score:

**Proficient**  
2008-09

The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.

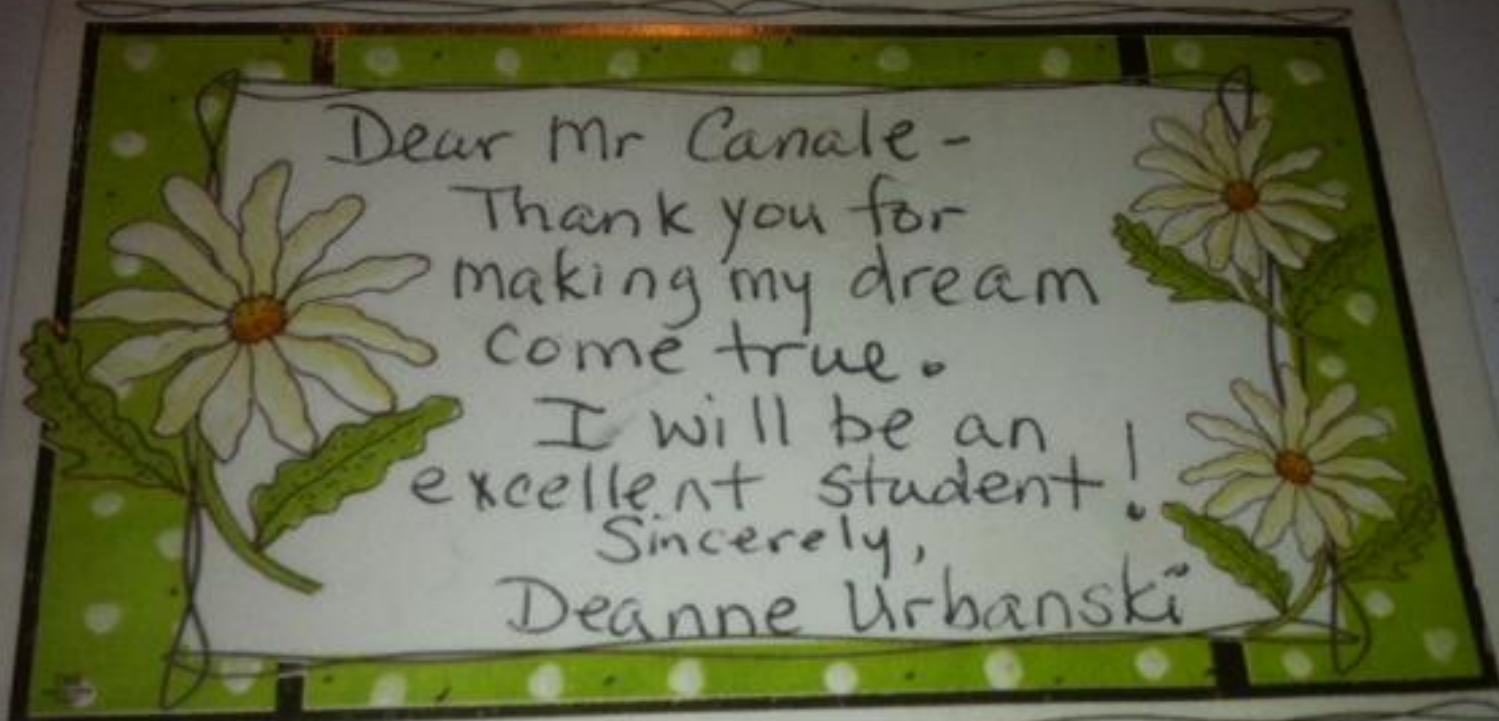
#### State Accountability

The school's current status:

**In Good Standing**  
2010-11

This status is determined by the New York State Department of Education under the No Child Left Behind Act.

High School	Progress Report Grade	Progress Report Score	Citywide Percentile
<b>CSI High School</b>	<b>A</b>	<b>83.4</b>	<b>95.2%</b>
McCown	No Data	No Data	No Data
Petrides	A	74.4	78.9%
New Dorp	A	73.9	77.0%
Port Richmond	C	53.2	24.5%
Curtis	B	62.0	48.9%
Tottenville	B	67.7	61.6%
Wagner	A	75.0	80.1%
McKee	B	66.4	57.4%
SI Tech	A	79.6	92.2%

A hand-drawn card with a white background and a green border decorated with white polka dots. The card features two large daisies with yellow centers and green leaves. The text is written in a cursive, handwritten style.

Dear Mr Canale -

Thank you for  
making my dream  
come true.

I will be an  
excellent student!

Sincerely,

Deanne Urbanski

# The New York Times

## Top Test Scores From Shanghai Stun Educators

By [SAM DILLON](#) Published: December 7, 2010

- ***“WE HAVE TO SEE THIS AS A WAKE-UP CALL,” SECRETARY OF EDUCATION ARNE DUNCAN SAID IN AN INTERVIEW ON MONDAY.***
- ***“I KNOW SKEPTICS WILL WANT TO ARGUE WITH THE RESULTS, BUT WE CONSIDER THEM TO BE ACCURATE AND RELIABLE, AND WE HAVE TO SEE THEM AS A CHALLENGE TO GET BETTER,” HE ADDED. “THE UNITED STATES CAME IN 23RD OR 24TH IN MOST SUBJECTS. WE CAN QUIBBLE, OR WE CAN FACE THE BRUTAL TRUTH THAT WE’RE BEING OUT-EDUCATED.”***
- ***IN MATH, THE SHANGHAI STUDENTS PERFORMED IN A CLASS BY THEMSELVES, OUTPERFORMING SECOND-PLACE SINGAPORE, WHICH HAS BEEN SEEN AS AN EDUCATIONAL SUPERSTAR IN RECENT YEARS. THE AVERAGE MATH SCORES OF AMERICAN STUDENTS PUT THEM BELOW 30 OTHER COUNTRIES.***
- ***“FIFTY YEARS LATER, OUR GENERATION’S SPUTNIK MOMENT IS BACK,” MR. OBAMA SAID. WITH BILLIONS OF PEOPLE IN INDIA AND CHINA “SUDDENLY PLUGGED INTO THE WORLD ECONOMY,” HE SAID, NATIONS WITH THE MOST EDUCATED WORKERS WILL PREVAIL. “AS IT STANDS RIGHT NOW,” HE SAID, “AMERICA IS IN DANGER OF FALLING BEHIND.”***



# Implementing the Common Core



CITYWIDE INSTRUCTIONAL EXPECTATIONS FOR 2012-13

UPDATED SEPTEMBER 14, 2012

In 2012-13, schools will deepen and broaden the work of the New York City Department of Education's (DOE's) 2011-12 citywide instructional expectations, including the pedagogical aspects of the special education reform. This work asks school leaders and teachers to adjust their practice as they work together to understand the learning needs of all students, including students with disabilities and English language learners, in order to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers. Schools will continue to share Common Core work and student progress with families.

School leaders will ensure that:

1. **Teacher development focuses on supporting all students to meet the Common Core standards.**
  - a. Schools will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*.<sup>1</sup>
  - b. Schools will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards. While schools have discretion, they should consider:
    - Designing coherent instruction (1e);
    - Using questioning and discussion techniques (3b);
    - Using assessment in instruction (3d).
  - c. School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.
2. **Students experience Common Core-aligned instruction across subjects.**

Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:<sup>2</sup>

<i>In math</i>	<i>In ELA, social studies, and science</i>
Require fluency, application, and conceptual understanding	Require students to ground reading, writing, and discussion in evidence from text

To this end:

- a. **In grades PK-5, students will experience four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA, social studies, and/or science.**
- b. **In grades 6-12, students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.**

Ideally, all teachers in these subjects will implement Common Core-aligned units, but principals have discretion to select the teachers, courses, and number of units to meet this expectation (see [implementation guidance](#)). Each unit will provide points of access for all students and culminate in a performance task aligned to the Common Core. Schools may choose to upgrade existing units, engaging in cycles of inquiry and looking closely at student work to make adjustments to curriculum, assessment, and instruction. This work should be done in the context of the schools' current curriculum. If teachers will perform extensive curriculum revisions, professional development, support and dedicated time should be provided. Schools without a year-long curriculum are asked to opt in to the DOE's core curriculum and implement units posted in the Common Core Library to practice the shifts.

- c. **In grades PK-8, schools will use guidance from the DOE<sup>3</sup> to review their scope and sequence and:**

<i>In math</i>	<i>In literacy across content areas</i>
Reorganize math content to teach fewer topics and allow for more time to focus on the major work <sup>4</sup> of the grade	Infuse opportunities to read and respond to a combination of literary and informational texts

As a result, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion.

<sup>1</sup> Schools are strongly encouraged to work with Danielson's *Framework for Teaching* to support teacher practice. Current collective bargaining rules are in effect for the formal observation and evaluation of teachers.

<sup>2</sup> For further information on instructional shifts, refer to <http://www.achievethecore.org/steal-these-tools> and <http://engagemy.org/resource/common-core-shifts/>.

<sup>3</sup> For guidance, refer to <http://schools.nyc.gov/Academics/CommonCoreLibrary/CommonCoreClassroom/Mathematics/default.htm>.

<sup>4</sup> For a listing of content emphases by cluster for K-8 and high school, refer to <http://engagemy.org/wp-content/uploads/2012/03/nys-math-emphases-k-hs.pdf>. For additional information, refer to [http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematics\\_August%202012rev2\\_FINAL.pdf](http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematics_August%202012rev2_FINAL.pdf).

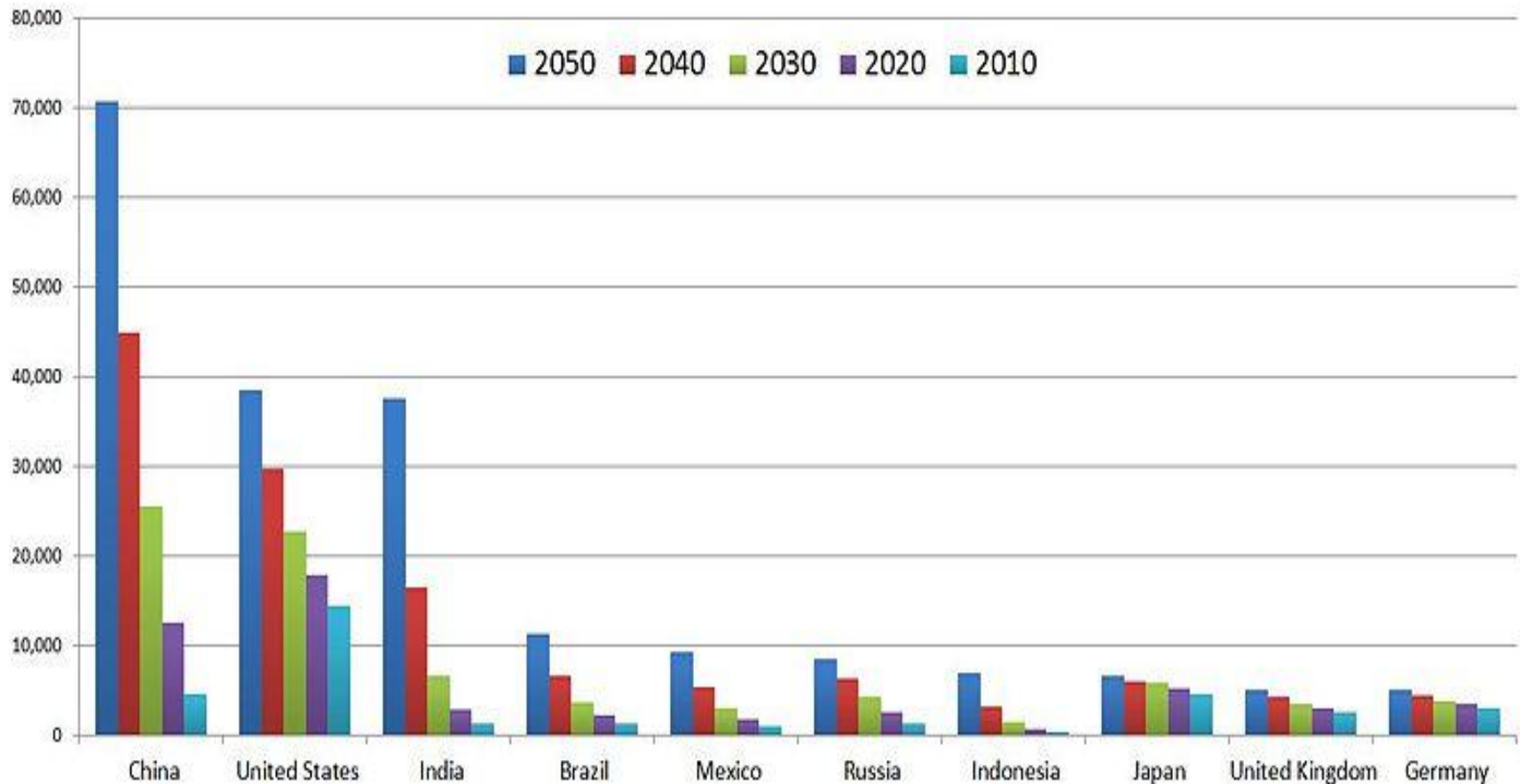
1. Faculty adjust curriculum maps infusing CCLS within subjects.
2. Faculty divided into four teacher teams by student grade 9-12 (multiple disciplines). Teams meet twice per week (1 hour and 20 mins).
3. Teacher designees from each team form the Grade Team Leaders (GTL). The GTL meets once per week, prior to grade teams, to inform and structure work within the grade teams' meetings.
4. Within the grade teams, tasks (projects) aligned to the CCLS are created with collaboration from the team members (1 per marking period).
5. Tasks are interdisciplinary when possible.
6. Grade teams engage in "looking at student work" protocols to find patterns among students on the same grade and take appropriate pedagogical action.

# Largest economies by nominal GDP, 2011

## Economy Nominal GDP (Billion USD)

- European Union \$17,611
- (01) United States \$15,076
- (02) China \$7,298
- (03) Japan \$5,867
- (04) Germany \$3,607
- (05) France \$2,778
- (06) Brazil \$2,493
- (07) United Kingdom \$2,431
- (08) Italy \$2,199
- (09) Russia \$1,850
- (10) India \$1,827
- (11) Canada \$1,739
- (12) Australia \$1,487
- (13) Spain \$1,480
- (14) Mexico \$1,154
- (15) South Korea \$1,116
- (16) Indonesia \$846
- (17) Netherlands \$838
- (18) Turkey \$774
- (19) Switzerland \$661
- (20) Saudi Arabia \$597
- **Rest of the World**
- **13,781**
- *The twenty largest economies by nominal GDP in 2011, according to the IMF.*

# The ten largest economies in the world in 2050, measured in GDP (billions USD), according to [Goldman Sachs](#)



# Asia Society Graduate Performance System

**INVESTIGATE THE WORLD:  
PRODUCE NEW GLOBAL  
KNOWLEDGE**

Students can explore researchable questions, analyze relevant evidence and posit reasonable conclusions about globally significant issues

**RECOGNIZE PERSPECTIVES:  
APPLY CROSS CULTURAL  
UNDERSTANDING**

Students can recognize, articulate, and apply an understanding of different perspective (including his/her own)

**COMMUNICATE IDEAS:  
CONNECT AND COLLABORATE ACROSS  
BOUNDARIES**

Students can use appropriate language, behaviors and technologies to effectively communicate and collaborate with diverse audiences.

**TAKE ACTION:  
ENACT GLOBAL SOLUTIONS**

Students can translate ideas, concerns and findings into appropriate actions to improve conditions

# Advisory By Grade – Big Ideas

## 9<sup>TH</sup> Grade Big Ideas

- Transition
- Personal Identity,
- School, Community, and Global Identity

## 11<sup>TH</sup> Grade Big Ideas

- College Awareness
- Self Inventory of strengths and weaknesses
- Role as a Global Citizen

## 10<sup>TH</sup> Grade Big Ideas

- Power and Health
- Power of the body and mind
- Power as a Global Citizen

## 12<sup>TH</sup> Grade Big Ideas

- Career and Professional Readiness
- Financial literacy, resource management, and economic awareness
- Deep dive around surveyed global issues.
- Capstone project and expo

Questions ?

**Comments ?**