



FUND FOR THE CITY
OF NEW YORK

2022 SLOAN AWARDS FOR EXCELLENCE IN TEACHING SCIENCE AND MATHEMATICS



The Fund for the City of New York is grateful to the Alfred P. Sloan Foundation for over a decade of generous support for the Sloan Awards for Excellence in Teaching Science and Mathematics.

Scan this QR code or visit us at www.fcny.org to nominate a teacher for next year's award.





2022 SLOAN AWARDS FOR EXCELLENCE IN TEACHING SCIENCE AND MATHEMATICS

WINNERS

Joel Bianchi

Francesca DiPietro


Jeff Hamilton

Kimberly Lau

Elisa Margarita

Shanua Newton-Rodriguez

Amanda Valenti



For over 12 years, the Fund for the City of New York has honored exceptional educators with the Sloan Awards for Excellence in Teaching Science and Mathematics in New York City public high schools.

The awards cast a spotlight on teachers who go to great lengths to help their students shine. These are educators who achieve superb results while inspiring youth to excel in science and mathematics and pursue careers in related fields.

These exemplary educators give their all each and every day. They creatively convey challenging concepts, diligently offer support to struggling students, and generously share their knowledge with the broader school community. Their curricula are carefully designed to open new and exciting STEM paths for young people, and they encompass a wide range of subject matter, from ocean science and physics to robotics and computer science. With dedication and care, these educators share their expertise and transform students' lives—and the Sloan Awards ensure their profound impact is recognized.

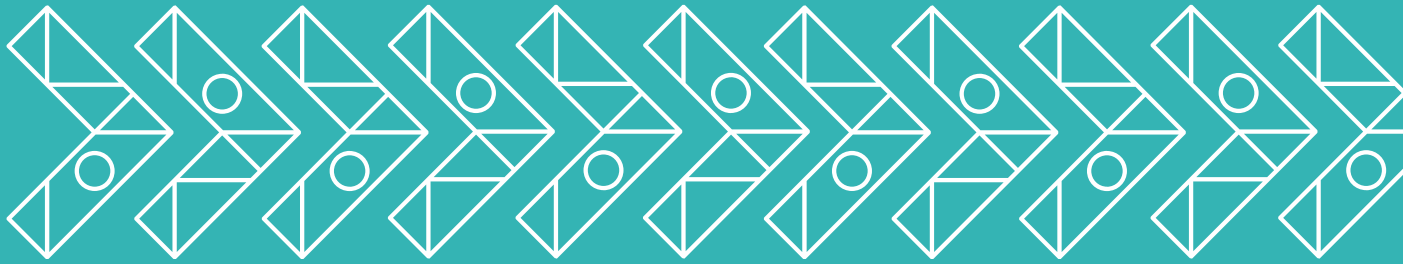
Annually, seven exceptional teachers are selected for the award, and this

year's honorees join a distinguished group of 77 past winners. Each teacher receives \$5,000 as an acknowledgement of their achievements, and the school's science or mathematics department receives \$2,500 to strengthen their program.

To qualify for nomination, a teacher must be a New York City public high school math or science teacher for at least five years, must teach at least four periods a day, and demonstrate excellence in teaching and in achieving results. The winners are chosen by an independent panel of distinguished scientists, mathematicians, and educators.

This year's awards are particularly special, as they both honor seven exemplary teachers and symbolize our collective appreciation for educators across New York City during the COVID-19 pandemic. City teachers have guided more than one million public school students through remote learning and in-class safety measures—and they have often been a lifeline to young people during periods of profound isolation and loss. New York City teachers continue to go above and beyond to support their students during this pandemic. We sincerely thank the seven Sloan Award honorees and all educators for their heroism.







**SLOAN AWARDS FOR EXCELLENCE IN
TEACHING SCIENCE AND MATHEMATICS**

2022 AWARD RECIPIENTS



JOEL BIANCHI

ENERGY TECH HIGH SCHOOL

QUEENS, NY



After earning his Bachelor of Science in engineering in 2005, Mr. Bianchi joined the NYC Teaching Fellows program, and started his career as a math teacher at Frederick Douglass Academy in Harlem. During his two years as a Teaching Fellow and 12 years on the faculty, Mr. Bianchi taught many levels of math, computer science, engineering science, mechatronics, and robotics to his students. He also coached the school's Harlem Knights robotics team to compete in three world championships. In 2019, Mr. Bianchi was recruited by Energy Tech High School, an Early College Initiative (ECI) and Career and Technical Education (CTE) school that focuses on building a skilled workforce for the fast-growing energy industry. There, Mr. Bianchi became coach of the E-Tech Chargers robotics team and created and taught a new AP Computer Science A course, which includes a strong focus on recruiting underrepresented female students. During his first year of teaching, participation in the course doubled, and the school received the College Board AP Computer Science Female Diversity Award. Mr. Bianchi has two master's degrees in math and physics education, is a Math for America Master Teacher, and was one of 10 teachers selected in 2019 to participate in NYU Tandon's STEMnow program, focused on next-generation wireless communications. Hope Barter, Energy Tech High School Principal remarks, "[Joel] is solution-oriented, super creative, passionate, generous. He has lofty goals for his students, and he works incredibly hard to help them meet those goals."



“There’s no better job than teaching!
I love being a part of the teaching community that tries to give every student that opportunity to not just be a consumer, but a creator!”

– Joel Bianchi

SUPPORTING STATEMENTS

Chelsey Roebuck, Founder and CEO of ELiTE STEM Program: “In all my years in the field of education, I have never encountered any teacher, or anyone, as ***dedicated to his students*** and his community as Joel Bianchi. [...] The reason why Joel’s classroom is filled with 50 to 60 students every day after school until security literally kicks everyone out of the building is because of the ***energy that he brings into his classroom*** every single day.”

Malachi Patrick, Former FDA Student, Founder of the Remote Inc. Technology Start-up: “I was a troubled kid in my freshman year, and I gave Mr. Bianchi a hard time in class. But he was patient with me, and before I knew it, I was ***really excited about learning, especially in his classes***. Eventually, he became ***more than a teacher***. He became, and still is, ***my mentor and my second father***. I lost my biological father when I was nine. I still talk to Mr. Bianchi every day. He ***helped me launch my nonprofit for teaching robotics to kids***. I want to be on Forbes 30 Under 30 list one day. And when I am, I’m going to credit Mr. Bianchi for getting me there.”

Cristelle Permalan, Former FDA Student, Hunter College Graduate: “It really was when Mr. B handed me a drill and taught me how to use it that ***made me feel like I could actually do this***—pursue a career in a heavily male-dominated field. I felt like he believed that about me, too. He ***encourages you to see possibilities you never would have thought about***.”



FRANCESCA DIPIETRO

QUEENS HIGH SCHOOL OF TEACHING

QUEENS, NY



Francesca DiPietro is described by her peers as highly respected, contagiously positive, and engaging with a knack for inspiring and empowering students. In September 2021, she became a Special Education Math Teacher and the Special Education Liaison at Queens High School of Teaching—and she brought a wealth of knowledge and experience with her. Previously, she taught at Morris Academy for Collaborative Studies (MACS), where she took on numerous leadership roles and fostered best practices and student-centered learning. Ms. DiPietro also formerly served as head of the Special Education Department, mentored new teachers, and led weekly professional development efforts for Special Education teachers. Ms. DiPietro’s initiatives to improve teaching practices schoolwide and work with her students to improve their performance, resulted in a high rate of IEP compliance at MACS and a remarkable record of improvement in her students’ mastery of skills. Matthew Mazzaroppi, MACS Principal said, “The students absolutely love her. When she speaks with their parents, [...] she emphasizes what their child is succeeding at, what they’re doing well. That positivity turns into productivity and success for the students. Ms. DiPietro’s positivity, her tireless work on behalf of her students, her colleagues—has made her a leader and role model for everyone in this school. If I had a school-age child, she is the teacher I’d want that child to have.”



*"Teaching is a life vocation for me. I go to work with a daily goal of making a difference in my students' lives, even in a small way. My role as a special education math educator is to connect content to students' everyday lives and to find whatever route I can to make them understand. Sometimes this includes sparkles, wands, songs, and props to make the math come alive. **My job is to figure out the puzzle of how each student learns math best and to use that strategy to get them to succeed. I'm their cheerleader in the classroom.**"*

– Francesca DiPietro

SUPPORTING STATEMENTS

Rachel Dennis, MACS Assistant Principal: “She gets students and parents and teachers—everyone—to see what’s possible, to **fulfill their true potential and then aim further still**. She inspires me. ***She inspires everyone.***”

Mary Beth Custodio, MACS Math Teacher: “She is **endlessly resourceful and creative** in coming up with strategies to engage students. She knows her students so well she can **anticipate what strategy would work best** for them—everything from singing a quadratics equation formula in rap rhythms to color-coding her students do-nows in traffic light red, yellow, green. She is totally **dedicated to making each kid succeed.**”

Cindy Flores, MACS Student: “Ms. D has been **a mentor** to me since I took her algebra class in freshman year. I always liked math, but I never thought of it as a career. I just didn’t think I would be good enough. She started me **thinking seriously about my future**, and how to set and reach goals for what I want to do with my life. I decided I want to be an engineer, and now I’ve got a plan to become one, starting with college.”

Giancarlo Carillo, MACS Student: “Ms. D **tutored me every day during the pandemic**, when I was at home because school was closed. One day when I was sick and missed class, she called my mother and said, ‘We really missed Giancarlo. Tell him we’re all thinking of him.’ She made me feel special. **She believed in me, and I started to believe in myself.** I’m looking forward to going to school in person next year and taking Ms. D’s Algebra II class.”



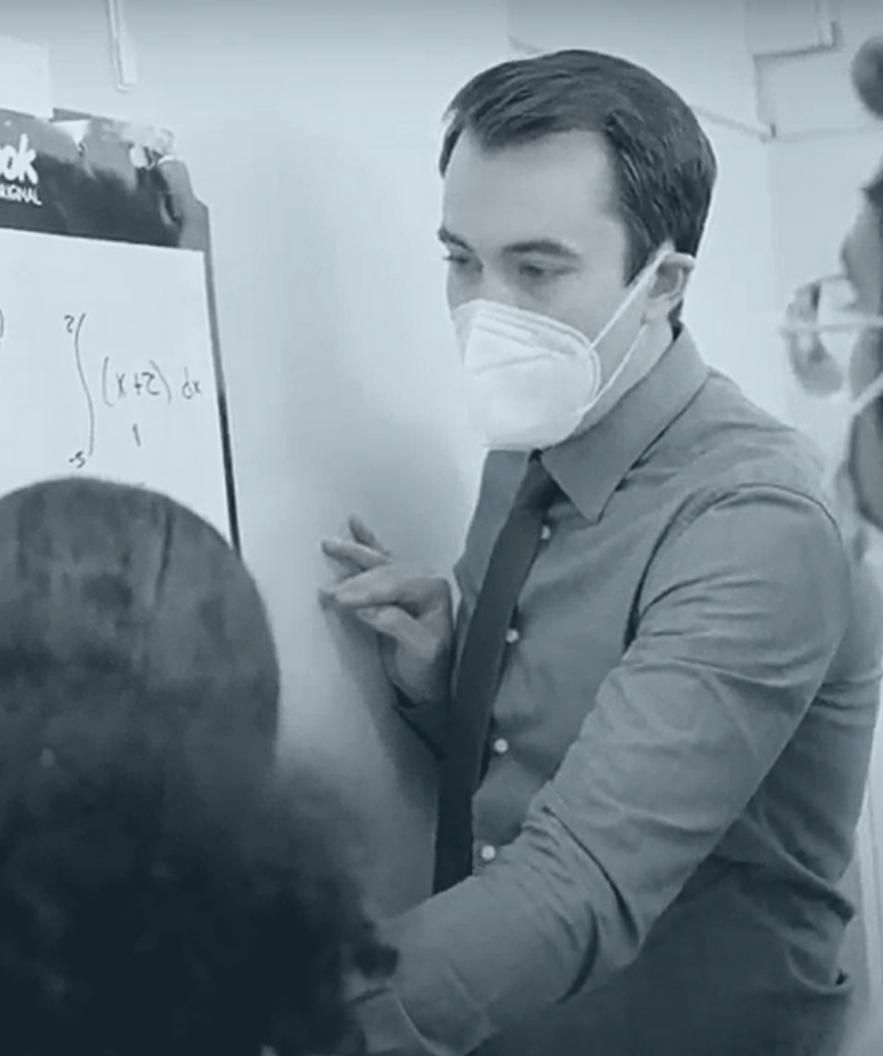
JEFF HAMILTON

MARBLE HILL SCHOOL FOR INTERNATIONAL STUDIES

BRONX, NY



Jeff Hamilton has had a tremendous impact at the Marble Hill School for International Studies. Whether he is serving in his role as a Peer Collaborative Teacher, recruiting excellent new staff for the school community, or engaging in workshops as a Master Teacher at Math for America, Mr. Hamilton is a leader and a role model. Looking into Mr. Hamilton's classroom, a visitor will see a teaching style that keeps students not only on their toes, but quite literally out of their seats for the entirety of the class. Writing on whiteboards and even windows, students collaborate daily in randomized groups to solve challenging problems together. As students find their footing in each day's challenge, knowledge can be observed moving between groups by students both offering and seeking support. Mr. Hamilton has created an environment where students work closely with one another to achieve a deeper understanding of mathematics. His teaching style has yielded measurable results—students' scores on the geometry Regents exam as well as enrollment of multi-language learners and special needs students in advanced mathematics classes have both been climbing each year since Mr. Hamilton joined the faculty at Marble Hill. "Jeff's classroom is a model in our school," says Jason Garofalo, Marble Hill mathematics teacher. "If you want to see best practices, exciting learning experiences, enthusiastic students, and creative teaching—just put your head inside the door of his classroom."



*“I had a blessed upbringing, and I am grateful for that every day. **I want to be part of a community where my students can support their future families the way my family supported me**—financially, emotionally, with love and care and critical thinking. I want my students to be thinking doers, successful for all the right reasons.”*

– Jeff Hamilton

SUPPORTING STATEMENTS

Damaris Polanco, Marble Hill Paraprofessional: “I’ve worked with lots of ESL and IEP students over the years, and I know they very often get discouraged about school. **Jeff connects with them and shows them they have the ability to succeed.** [...] Many of his students want to go into trades like plumbing and electricity. He shows them how math helps calculate square footage in a house, and what that means when you’re budgeting to buy wiring or pipes. **He finds a million ways to make math mean something** to them. And one reason it does mean something to them, is because **HE means something to them.**”

Mayra Baez, Mother of Marble Hill Geometry Student: “Mr. Hamilton has changed the way my Genesis thinks about her education. He uses all these things in his class—colors and videos—things that **grab their attention.** [...] Genesis comes home after school saying how much **she loves math.** I say, ‘You always told me you didn’t like math.’ She says, ‘I do now. **Math is going to be important to my future.**”

Geraldine Rodriguez, Marble Hill Former Geometry Student: “I came from the Dominican Republic and was only in this country one year when I took Mr. Hamilton’s class. My English was terrible, so he **explained things to me in Spanish** a lot. Then he picked me to be a teacher for a day. He met with me to prepare for two weeks. It was a lot of work, a lot of stress, but it made me feel so good to know I could do that. Mr. Hamilton’s **class is not easy, but it’s great.** He’s the **best teacher I’ve ever had.**”



KIMBERLY LAU

MIDWOOD HIGH SCHOOL

BROOKLYN, NY



From the time she sets foot in the first of her five classes in the morning, Kimberly Lau models the high standards she hopes to instill in her students. That is clear not only during the school day, but in her afterschool Ocean Science Team coaching sessions, during her early evening student and parent outreach, and in her nighttime coursework review. “The level of planning Kimberly engages in is just off the charts,” says Alan Stack, Midwood assistant principal. “She creates a five-page plan for one 40-minute session. She thinks of everything—and everyone—before she begins, so each of her students gets the most out of each class.” Ms. Lau uses various strategies, from lectures and hands-on experiments to paired and small-group discussion, to facilitate understanding of course material. Her efforts have been successful, as her students consistently outperform most others on state, national, and global assessments. Classwork is rigorous, but Ms. Lau continually checks in with her students to make sure they understand the material. “I learned a great deal about science in the classes I took with Ms. Lau,” says former Midwood student Alyssa Kattan. “But she also taught me so much more, including how to aim high. She taught me to set ambitious goals and standards for myself. And what it takes to meet them. She taught those things by her own example.” In 2017, Ms. Lau became a Master Teacher at Math for America, and Midwood’s students voted her Teacher of the Year. In 2021, Ms. Lau was Midwood’s Sidney Millman Teacher of the Year, an honor she was selected for through a vote from fellow teachers.



*"I love teaching and helping my students become leaders who will make a positive difference in the world. They are my priority, and I strive to display the depth of that to them through my methods of teaching. **I believe in their unlimited potential to learn and grow as individuals.** Life needs guidance, and I want to be an educator who contributes significantly to the guidance of young minds."*

– Kimberly Lau

SUPPORTING STATEMENTS

Howard Spergel, Midwood AP Physics Teacher: “I was Kimberly’s physics teacher when she was a student at Midwood, and now I’m learning things from her about teaching. She **gets kids really engaged and excited** to participate. She’s tough on them, but **she motivates them**. They want to do their best for her. She’s the **Pied Piper of science education.**”

Alyssa Kattan, Former Student Now Studying at Johns Hopkins University: “I took classes with Ms. Lau and was captain of her Ocean Science Team when I was at Midwood. In everything I did with her, I felt she was **completely genuine**, absolutely interested in me and in all her students. She **relates to her students and makes them feel heard**. I think she **lives for her students to do well.**”

Susan Katzoff, Midwood Chemistry Teacher and MfA Master Teacher: “Every one of us, no matter how long we’ve been teaching, looks up to her. You watch her with students, see how **she motivates and inspires them**, and you think, yes, **that’s how it’s done right, done best.**”

Anna Chen, Current Student at Midwood: “I was always interested in science, and when Mrs. Lau saw that she reached out to me and recruited me for the Ocean Science Team in my freshman year. I’ve been team captain for three years. Ms. Lau has been **more than a teacher** and a coach to me. She’s been **my mentor and advisor** too. Talking with her and with Midwood alumni she brought to our class, **I realized what I wanted to do with my life**. Next year, I’ll be studying Environment & Sustainability at Cornell.”

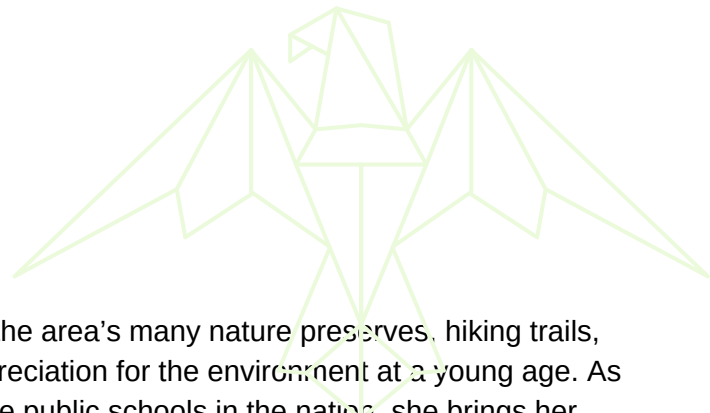




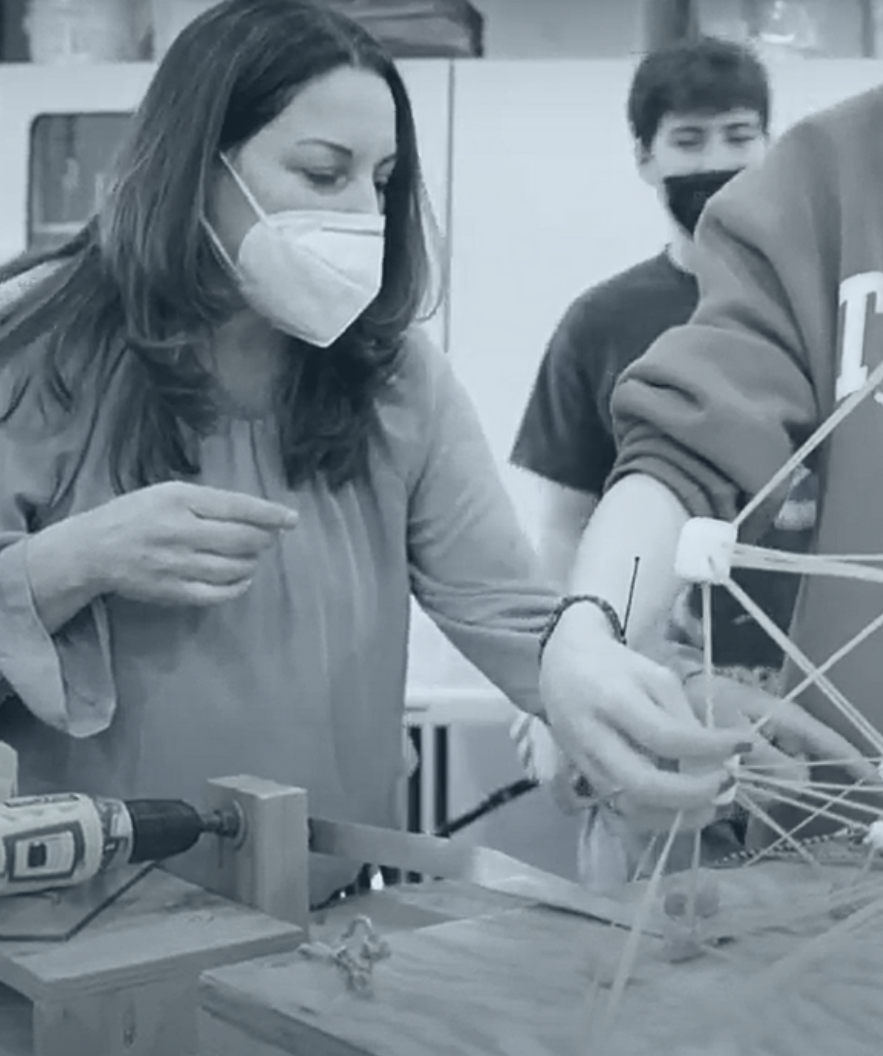
ELISA MARGARITA

BROOKLYN TECHNICAL HIGH SCHOOL

BROOKLYN, NY



Growing up in a nearby hamlet of Commack, surrounded by the area's many nature preserves, hiking trails, and beaches, Dr. Margarita developed a strong zeal and appreciation for the environment at a young age. As a teacher at one of the largest, most prestigious, and selective public schools in the nation, she brings her passion for the outdoors to her classroom through incorporating environmentally-focused projects and real-world application into her lessons every day. Dr. Margarita's students spend up to 60% of their class time in the lab and participate in an array of scientific projects using resources found in nature, such as albatross bolus and discarded plastic bottles. Dr. Margarita's relationships with dozens of science, environmental, and conservation organizations have allowed those in her class to engage in many field-based, experiential learning opportunities. Dr. Margarita's strong partnership with professional organizations has also allowed her to secure internships for many of her students, helping them to further cultivate their interests and strengths. Dr. Margarita's hands-on teaching approach has been paramount in her students' academic success, which has led to scores on the College Board Exams that are significantly above average, and a first-place winning streak for her Envirothon team in Brooklyn every year. But perhaps Dr. Margarita's achievements are best measured in the way she has influenced the many students, teachers, educational and environmental partners she works with every day. One of them, former student Ada Luo, sums up that influence, "Dr. Margarita is the most loving and passionate educator I have ever had the honor of learning from. She changed my life."



“I love helping students reach their full potential, opening their eyes to new opportunities, new subjects, letting them explore, finding themselves, and connecting to a larger community. When I think about my own two children and how important they are to me, and how important their future is to me, I realize how important I am to my students.”

– Elisa Margarita

SUPPORTING STATEMENTS

Kelly Lovelett, Assistant Principal, BTHS: “*Elisa is inspiring, resourceful, compassionate, motivated, and deeply caring.* It’s all about her students. She wants them to understand and experience and really appreciate the scientific process, to get them to think, and above all to succeed. ***Her vision is so large***—and always growing—I have to work hard to keep up with it.”

Marlene Weissman, Mother of Former BTHS Environmental Science Student Adam Abadi: “I am so grateful to Dr. Margarita. I truly believe that she ***set my son on his true path and helped him gain the confidence to follow it.***”

Ada Luo, Former Student, Now a Presidential Research Scholar at Cornell University: “Because of the work I did in Dr. Margarita’s environmental science class, I was offered a research scholarship in college. Her ***passion for science*** and for the environment, and her ***dedication to her students***, inspires me still. She remains ***a trusted mentor and advisor*** to me.”

Amy Colorado, Manager, K-12 Instruction and Curriculum, Solar One: “Elisa is ***a role model for all educators***, especially those of us in the STEM fields. She ***makes science relevant*** to students, brings them into the field to see how and why science matters in everyday life. She advocates for her students and inspires them—***inspires everyone she works with***, including me. And she’s ***warm and kind.***”





SHANUA NEWTON-RODRIGUEZ

BRONX ACADEMY FOR SOFTWARE ENGINEERING (BASE)

BRONX, NY



Born and raised in the Bronx, Ms. Rodriguez expressed an interest in the arts, computer science and graphic design as a child, which later inspired her extensive teaching career in those fields. Since her arrival as a computer science teacher at Bronx Academy for Software Engineering (BASE) in 2016, Ms. Rodriguez has become an integral part of the Instructional Leadership Team, championing the transition to remote learning in March 2020, and continuously implementing best practices to keep students engaged during the pandemic. Ms. Rodriguez excels at getting students hooked on computer science and interested in STEM careers, and she creates unique learning opportunities, such as a student-run IT support program and an after school cyber security curriculum. Ms. Rodriguez also played a major part in helping the school become an officially-recognized Career and Technical Education (CTE) high school by the New York State Education Department, which has helped BASE build connections to potential employers and internship partners, such as with Google and Glass Files, and aligns the school's computer science curriculum to state standards. Ms. Rodriguez's principal noted her leadership in re-imagining the school's curriculum, stating, "she helped us create the 10th and 11th grade sequence, which gave students the option of taking different programming language courses. And she also has helped us refine the final portfolio project for students. She's a natural leader for our school."



*“Computer science can be intimidating, especially if you grew up thinking that this is not a career path afforded to you. I see it as my goal to make students feel comfortable in the world of computer science. This means encouraging students to feel okay with making mistakes, calling out those mistakes and learning from them. **I never want students to internalize the ‘computer science isn’t for me’ myth, especially when mistakes are an accepted part of the field.** Regardless of if they pursue computer science or STEM, they will leave my class with an important skillset and newfound confidence for computer science and academic exploration.”*

– Shanua Newton-Rodriguez

SUPPORTING STATEMENTS

Ben Grossman, Principal: “She is very deft at helping *students become meticulous problem solvers*, ready to take on tasks as small as an assignment in class or as large as online cyberbullying. She’s *dynamic and empathetic* to student experiences; she *brings an unmistakable humanity to computer science* that students cannot help but gravitate towards.”

Shadman Chowdhury, 2018 Graduate Attending SUNY Buffalo as a Computer Science and Mathematics Major: “I felt very timid when I first entered Ms. Rodriguez’s class. By the end of the semester, she *helped me design my own website* to promote my programming work and *motivated me to pursue computer science* as a career.”

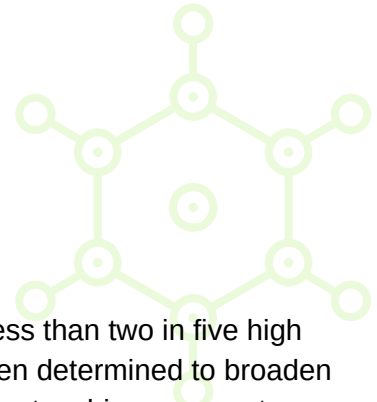
Brian Schott, Former Computer Science Colleague at BASE: “There is a *vitality in her classes* that is sadly lacking in most high school classrooms I have been in. *Students are engaged*, asking thoughtful questions and thinking about the larger significance of the concepts being explored. They take their cue from Shanua’s *clear passion for the subject* and respond to it with an equal exuberance.”

Rochelle Williams, Current Student: “It might seem surprising, but computer science with Ms. Rodriguez is by far *the most creative course I’ve ever taken*. Instead of leaving the course thinking computer science is nothing but programming 1s and 0s, *I left knowing that entire worlds can be created with the knowledge that we learned*. I am interested in becoming a game designer and I think Ms. Rodriguez is a huge part of that.”

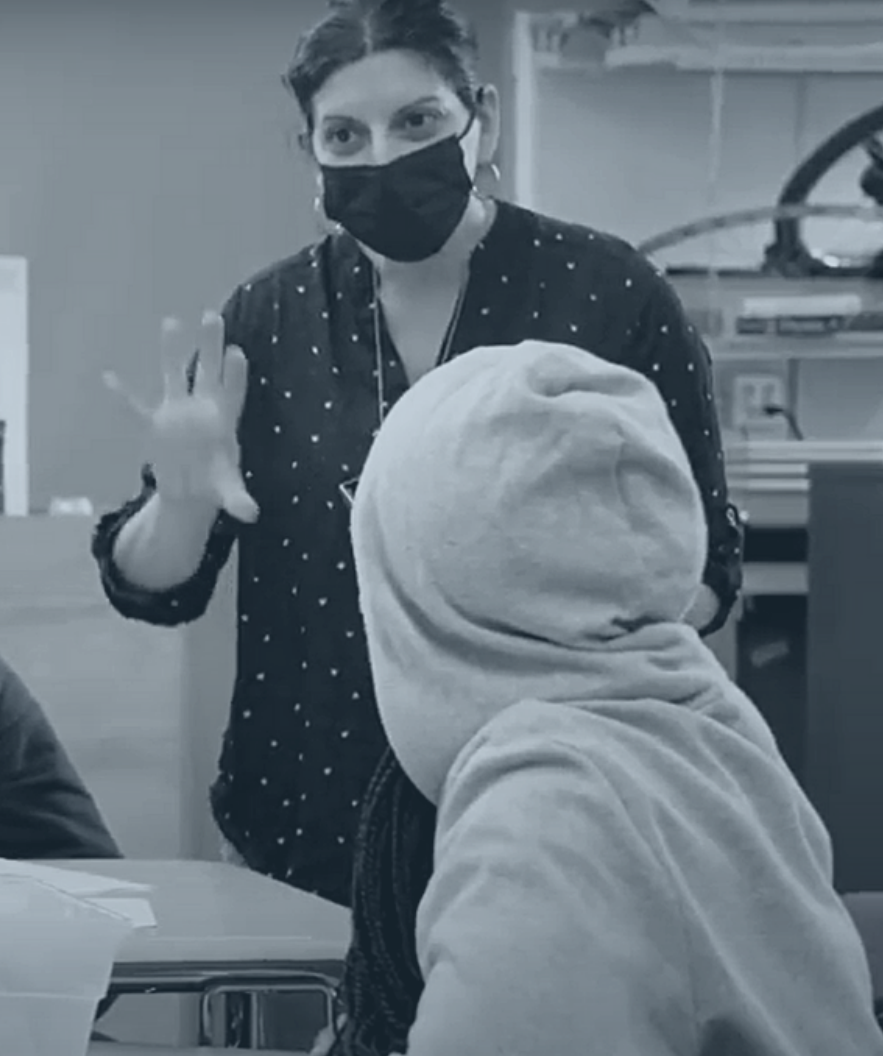


AMANDA VALENTI

COLUMBIA SECONDARY SCHOOL
MANHATTAN, NY



Aware of the dismal statistics related to physics education in the United States (less than two in five high schools across the United States even offer physics classes), Ms. Valenti has been determined to broaden access to the subject she loves—and her work has paid off. Over the course of her teaching career at Columbia Secondary School, Ms. Valenti has significantly increased student interest in physics courses, and more students have taken the Physics Regents, with a 96% pass rate. Recently, Ms. Valenti received the Big Apple Teacher Excellence Award from the New York City Department of Education, which recognizes teachers who inspire students, exemplify great teaching, and improve school communities. Ms. Valenti’s dedication extends beyond her classroom, from serving as head of the Engineering Department numerous times, to mentoring faculty members, organizing an annual Family Science Night and STEM Expo, and obtaining grants to upgrade computers and lab equipment. Among her students, Ms. Valenti is known for her inventive and highly interactive teaching methods aimed at deepening interest in physics by encouraging students to build, test, and deploy conceptual models of physical relationships. “Ms. Valenti plans everything with a focus on student engagement in mind,” says CSS Assistant Principal Marisol Weiner. “She believes that if she can gain their attention, or have them enjoy manipulating the materials, they will be thirsty to understand the concepts.”



*"I love how challenging teaching is. I of course want my students to learn the material in the courses I teach. But **I also want them to experience the joy there is in understanding—in context, in real life—the foundational concepts of fields like physics and engineering.** It adds such richness to life, and I want every one of my students to have that richness in their life."*

— Amanda Valenti

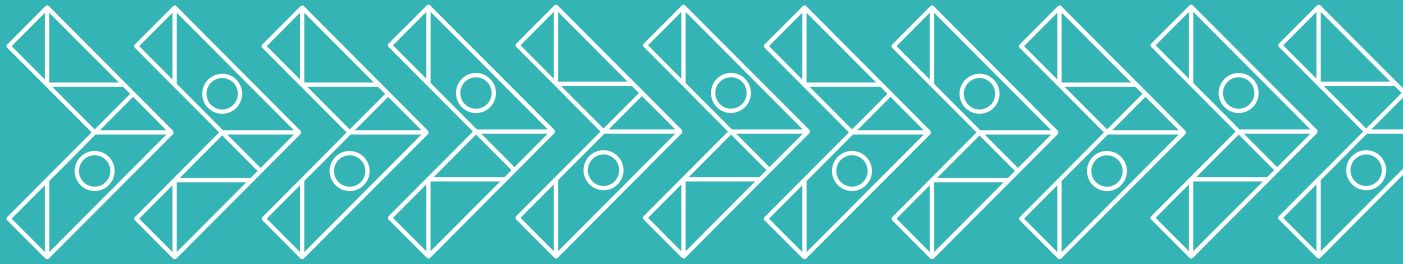
SUPPORTING STATEMENTS

Tom McDounnough, CSS Special Education Teacher: “Amanda is **a consummate professional** and **the most effective teacher** I have ever seen. She’s **continually improving** and adapting her craft. She also has a **nurturing and caring** air about her that her students can feel. It makes them want to live up to the high expectations she has for each of them. She’s **a role model** for both students and teachers.”

Diana Lennon, CSS Biology Teacher: “Amanda has found a way to make physics **relevant, fascinating, and really, really fun** for students. They come to deeply understand even some of the most difficult concepts while having a good time in her class. They work hard in her class, and **they love it.**”

Abdulaziz Anaam, CSS Student, 10th Grade Physics: “Before I took Ms. Valenti’s class, I expected physics was going to be really hard and really boring. Friends from other schools said to me, ‘Get ready. Physics is the worst!’ But **Ms. Valenti made it really fun.** It’s hard, and she expects you to give it your best. But she **made me love the subject.** For the first time, I know what I want to major in, in college—physics”

Bianca Mills, CSS Student, 10th Grade Physics: “**I look forward to Ms. Valenti’s class.** I thought it would be hard to learn physics remotely, but she found **so many ways to make it really interesting.** It’s my favorite subject this year.”





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The Alfred P. Sloan Foundation is a philanthropic nonprofit institution established by Alfred P. Sloan, Jr. in 1934. The Alfred P. Sloan Foundation makes grants primarily to support original research and education related to science, technology, engineering, mathematics, and economics. The Foundation believes that these fields—and the scholars and practitioners who work in them—are chief drivers of the nation's health and prosperity. The Foundation also believes that a reasoned, systematic understanding of the forces of nature and society, when applied inventively and wisely, can lead to a better world for all. The foundation's main programs involve science and technology, standard of living and economic performance, education and careers in science and technology, selected national issues and a civic program. The goal of the civic program is to contribute to New York City by responding to special opportunities the city presents and by funding high-leverage programs related to its areas of interest. The Alfred P. Sloan Foundation has supported the Sloan Awards for Excellence in Teaching Science and Mathematics since 2009.



FUND FOR THE CITY OF NEW YORK

President: Lisette Nieves

The Fund for the City of New York was established by the Ford Foundation in 1968 with the mandate to improve the quality of life for all New Yorkers. For over five decades, in partnership with government agencies, nonprofit institutions and philanthropic foundations, the Fund has developed and helped to implement innovation in policy, programs, practices and technology in order to advance the functioning of government and nonprofit organizations in New York City and beyond. The Fund seeks out, adapts, applies and assesses ways to enable government and nonprofit agencies to develop leadership talent, achieve programmatic excellence and optimal service-delivery performance through its core programs—Cash Flow Loan Program, Partner Project Program, Sloan Public Service Awards, Sloan Awards for Excellence in Teaching Science and Mathematics, Community Planning Fellowship Program, and related strategic initiatives.

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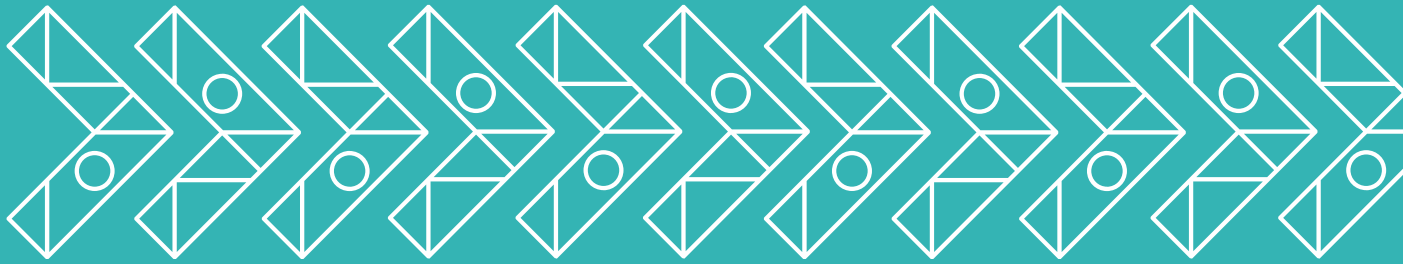
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**SLOAN AWARDS FOR EXCELLENCE IN
TEACHING SCIENCE AND MATHEMATICS**

2009 - 2019

2019

AIDA ROSENBAUM

Regents Earth Science, AP Environmental Science
Bronx Latin School

JARED FOX

Environmental Science, Climate Science
Washington Heights Expeditionary Learning School
(WHEELS)

LISA SAN MARTIN

Algebra I, Pre-Calculus
The Queens School of Inquiry (QSI)

LORI BODNER

Algebra II, AP Calculus BC
Brooklyn Technical High School

RACHEL MANCINI

AP Chemistry, Regents Chemistry
Tottenville High School

ROBIN NORWICH

Regents Physics, AP Physics
Bayside High School

ZACH KORZYK

Pre-Calculus, AP calculus, AP Computer Science
Manhattan Village Academy (MVA)

2018

DAVID DEUTSCH

Physics, AP Physics B & C
Manhattan Center for Science and Math

JONATHAN ROTHMAN

Algebra II/Trigonometry, Pre-Calculus, Technology & Design, Robotics & Parametric Design
Manhattan Academy for Software Engineering

JUDE JULIEN

Earth Science, Living Environment, Regents Chemistry
Bronx High School for Writing and Communication Arts

KATELIN CORBETT

Regents Physics, AP Physics C
Eleanor Roosevelt High School

LUKE SCHORDINE

Algebra, Geometry, AP Statistics
Queens Metropolitan High School

TEMPESTT TAYLOR

Algebra, Integrated Algebra, Algebra II/Trigonometry, Pre-Calculus, Geometry
High School of American Studies at Lehman College

TERRENCE MCKIERNAN

AP Biology, AP Environmental Science, PBAT
Environmental Science
The Laboratory School of Finance & Technology

2017

ERICA GUZMÁN

AP Calculus AB, Algebra 2 and Pre-Calculus
Civic Leadership Academy

HYUNGMIN PARK

AP Physics 1, AP Physics C
New Explorations into Science, Technology and Math
(NEST+m)

JASON GAROFALO

Algebra 2
The Marble Hill School for International Studies

KRISHNA MAHABIR

Physics 1, Robotics, Geo Hazards
Grover Cleveland High School

MARTINA GATELY

Algebra 1
James Madison High School

WENDY DUNSON-DELVALLE

Living Environment, Environmental Geology
Brooklyn High School of the Arts

WILLIAM J. LYNAM

Environmental Science, Agricultural Science Internship Program
Gotham Collaborative High School

2016

BIANCA BRANDON

AP Biology, Living Environment, Forensic Science, Science & Engineering Research
Staten Island Technical High School

DIANA C. LENNON

AP Environmental Science, Regents Chemistry, Earth Science
Columbia Secondary School for Mathematics, Science and Engineering

DR. MARGARET SAVITZKY

Medical Assisting, AP Biology, Chemistry
Thomas A. Edison Career and Technical Education High School

ELIZABETH DOWDELL

Applied Physics, Algebra II/Trigonometry, Earth Science
The Urban Assembly Maker Academy

MANJOT SINGH

AP Calculus AB, AP Calculus BC, AP Statistics, Pre-Calculus
John Bowne High School

MARIA ELIZABETH A. DELA CRUZ

AP Calculus BC, Common Core Algebra, Algebra II/Trigonometry
Newtown High School

PATRICE BRIDGEWATER-DANIEL

Integrated Algebra, Common Core Algebra, Trigonometry, Intensive Regents Prep
Bedford Academy High School

2015

DIEUDONNE EGOTANDA

AP Calculus BC, Geometry, Pre-Calculus, Repeater Algebra
New Utrecht High School

FRED GALLI

AP Calculus BC, Geometry, Integrated Algebra, Math Analysis
Franklin Delano Roosevelt High School

GUSTAVO GONÇALVES

AP Calculus, Pre-Calculus, Math Foundations, Algebra II/Trigonometry, Geometry, Discrete Math
Eleanor Roosevelt High School

JOSEPH DANQUAH

AP Calculus AB & BC, Integrated Algebra, Pre-Calculus, Geometry
Bard High School Early College, Manhattan

PATRICIA PEÑA CARTY

Sophomore Biology, AP Biology, Genetics
University Heights High School

PATRICK CALLAHAN

AP Biology, AP Environmental Science, Science Research, Earth Science
The Bronx Center for Science and Mathematics

SHANAZ BAKSH

AP Biology, Freshman Research, Advanced Science Research
Queens High School for the Sciences at York College

2014

ARISTIDES JULMARX GALDONES UY

Algebra, Pre-Calculus, Geometry
International Community High School

JENNIFER CORDI, PhD

College-Level Biology, Living Environment, Chemistry, Writing and Thinking Workshops, Evolutionary Biology, Race in Science and Society, Botany
Bard High School Early College Manhattan

KERRI J. NAPLES

Algebra II/Trigonometry
The Scholars' Academy

LAUREN BRADY

Integrated Algebra, AIS Instruction for Integrated Algebra, College Statistics
Park East High School

MALCOLM HILL

IB Biology Higher Level, IB Biology Higher Level Lab
The Brooklyn Latin School

MEGAN DRISCOLL BERDUGO

Algebra, Geometry, College-Level Calculus
Brooklyn International High School

THERESA DUNLAP KUTZA

Anatomy & Physiology, Neuroscience, Living Environment, Medical Issues
New Dorp High School

2013

SAU LING (CHARLENE) CHAN

Advanced Science Research, Living Environment
Manhattan Center for Science & Mathematics

ELISABETH JAFFE

Algebra, Computer Science, Math as a Language
Baruch College Campus High School

ELEANOR TERRY

Math A/B, Geometry, Algebra, Calculus, Statistics
High School of Telecommunication Arts & Technology

DORINA CHEREGI

Algebra, Trigonometry, Pre-Calculus, Calculus
Newcomers High School

YUNSEON ESTHER KIM

Algebra, Geometry
Francis Lewis High School

ELOISE N. THOMPSON

Algebra, Pre-Calculus, Statistics
DeWitt Clinton High School

TOM SANGIORGI

Chemistry, Advanced Topics in Science
Townsend Harris High School

2012

DAVE GRIFFIN

Chemistry, AP Chemistry
Collegiate Institute for Math and Science

NAOUAL ELJASTIMI

Chemistry, AP Chemistry
Leon M. Goldstein High School for the Sciences

EYAL WALLENBERG

College Math Prep, AP Microeconomics
Urban Assembly School for Law and Justice

NEAL LUTCHME SINGH

Earth Science, Environmental Science, AP Environmental Science
Fiorello H. LaGuardia High School of Music & Arts and Performing Arts

C. ANTHONY FINNEY

Living Environment, College Now
Flushing International High School

CAMERON H. CASSIDY

Geometry, Pre-Algebra, Robotics
Gotham Professional Arts Academy

MICHELLE PERSAUD

Living Environment, Earth Science, Forensic Science, Bio-Med Tech, Chemistry, Anatomy & Physiology, Research Methods, Psychology
Murry Bergtraum High School for Business Careers

2011

MARISSA BELLINO

Environment Seminar, Global Environment, Environmental Science Research

High School for Environmental Studies

ELIZA M. KUBERSKA

Algebra II/Geometry, AP Statistics, Problem Solving

Hunter College High School

MARIA CHERYL R. DIANGCO

AP Biology, Science Research

Sheepshead Bay High School

JIM COCOROS

Honors Pre-Calculus, Calculus BC, Math Team

Stuyvesant High School

KATE BELIN

Geometry, Functions

Fannie Lou Hamer Freedom High School

MARGARET DESIMONE

Living Environment (and Lab), Anatomy and Physiology

Midwood High School

ALIA JACKSON

Physics (including IB Physics), Earth Science

Curtis High School

2010

ROY AREZZO & ANN M. FRAIOLI

The Urban Assembly New York Harbor School

PAULINE BARATTA

Aviation High School

LISA M. COVER

Morris Academy For Collaborative Studies

SABAA ZICKRIA-DALY

Queens High School of Teaching

PATRICK HONNER

Brooklyn Tech

KARA BRISTOW MACDEVITT

International High School At Lafayette

DAVID SCHEIMAN

High School For Math, Science And Engineering At CCCNY

2009

KATHERINE COOPER

Biology, Science Research, Biomedical Ethics, Anatomy-Physiology, Advanced Topics
Townsend Harris High School

MICHAEL HOLMES

Honors Chemistry, Honors Biology, Film
High School of American Studies at Lehman College (HSAS)

MICHAEL P. KLIMETZ

Earth Science, Physics, AP Physics, Material Science, Geology
John Dewey High School

RICHARD LEE

Biology, AP Biology, Research
Bronx High School of Science

FREDRICK NELSON

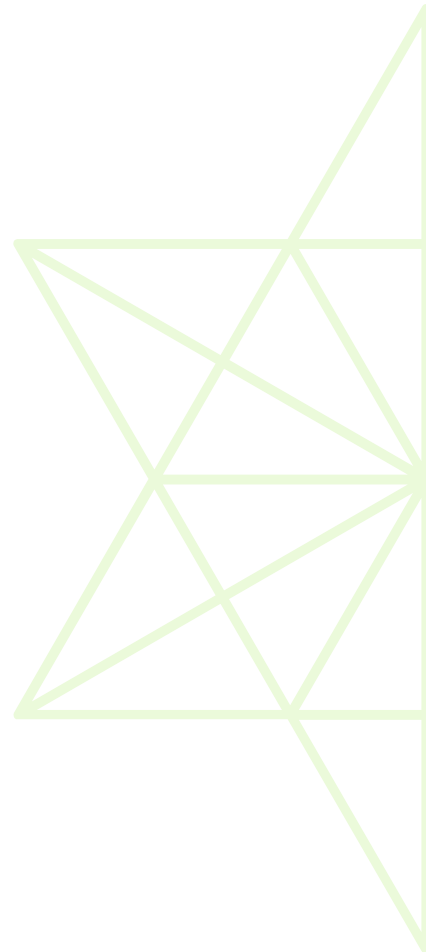
Integrated Algebra, Geometry, Pre-Calculus, Calculus
Wings Academy

HOMER PANTELOGLOU

Honors Living Environment, Marine Biology, AP Biology, Introduction to Business
High School of Economics and Finance

NICOLA VITALE

Physics, Algebra, Environmental Science, Thinking Math & Science
Banana Kelly High School



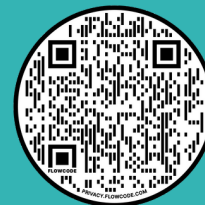
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