



MS 442/NEW HORIZONS MIDDLE SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K442

ADDRESS: 317 HOYT STREET BROOKLYN, NY 11231

TELEPHONE: 718-330-9228

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 442 **SCHOOL NAME:** New Horizons Middle School

SCHOOL ADDRESS: 317 Hoyt Street Brooklyn, New York 11231

SCHOOL TELEPHONE: 718-330-9228 **FAX:** 718-330-9251

SCHOOL CONTACT PERSON: Noreen Mills **EMAIL ADDRESS:** Nmills@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Noreen Mills

PRINCIPAL: Deanna Sinito

UFT CHAPTER LEADER: Nora Green

PARENTS' ASSOCIATION PRESIDENT: Ed Cimino

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** B.E.S.T

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Deanna Sinito	*Principal	
Nora Green	*UFT Chapter Chairperson or Designee	
Ed Cimino	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Noreen Mills	Member/UFT member/SLT Chair	
Lisa Genduso	Member/UFT member	
Kathleen McArdle	Member/UFT member	
Allison Neal	Member/Parent	
Isabel Crespo	Member/Parent	
Daisy Figueroa	Member/ Parent	
Jeffrey Marker	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

MS 442/New Horizons Middle School is committed to high expectations for the academic achievement, social development and personal growth of each of our students.

We are a small, Collaborative Team Teaching school community consisting of approximately 195 students (57% male, 43% female, 42% Black, 48% Hispanic, 4% White, 2% American Indian, 4% Other, 41% Special Education, 59% General Education, 4% English Language Learners), divided into ten classes (three 6th grade, three 7th grade, three 8th grade, one 12:1:1 self-contained bridge class). Each classroom has approximately 60% General Education, 40% Special Education. Our school has made our AYP (Annual Yearly Progress targets) every year since it's inception in September 1998. Through our hard work in data-driven differentiation for each individual student, all are well-served at whatever their academic potential, from the gifted to the special needs student.

As a unique community, our educational philosophy is based on the beliefs that:

- **Student success is dependent upon the critical partnership between home and school, where communication and collaboration are paramount.**
- **Ongoing assessment, reflection and goal-setting allow educators to tailor responsive instruction to meet the individual needs of a diverse student population**
- **The most meaningful and enduring learning occurs when students choose to apply their knowledge and skills to a real-world context.**
- **Co-curricular and extra-curricular activities for middle school students must balance the academic and social-emotional needs distinctive to adolescent learners.**
- **A culture of respect, acceptance and understanding celebrates differences and serves as the foundation of our school community.**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Ms 442/New Horizons				
District:	15	DBN #:	15k442	School BEDS Code:	33150001442

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88.0	90.9	92.1		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	71	65	66	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	82	73	58		67.9	65	74		
Grade 8	78	79	68						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0		0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
Ungraded Secondary	1	1	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	232	217	192		1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	10	12	12	Principal Suspensions	70	13	11		
No. in Collaborative Team Teaching (CTT) Classes	74	77	67	Superintendent Suspensions	28	11	5		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	8	4	9	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	4	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	29	33	30
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	1	2	1
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	8	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	96.6	91.0	84.0
American Indian or Alaska Native	0.4	1	0.2	Percent more than two years teaching in this school	55.2	85.0	75.0
Black or African American	41.4	44	42.0	Percent more than five years teaching anywhere	31.0	51.0	60.0
Hispanic or Latino	49.1	46	48.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.4	.5	Percent Masters Degree or higher	69.0	69.0	72.0
White	7.3	7.4	4.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.1	43.0	77.0
Multi-racial							
Male	56.0	60.0	57.0				
Female	44.0	40.0	43.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	88.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	22.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	50.7	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

New Horizons NCLB/SED accountability status: In Good Standing

Inquiry:

- Scaffolding strategies to increase student independence
- Focus on non-fiction reading beyond main-idea, i.e. drawing conclusions, recognizing bias
- Increasing the use of academic writing across grades and content.
- Expository and procedural writing in all content areas.
- Incorporation of multimodal literacy (technology), i.e. film clips, websites
- Assign Head of Curriculum development to evaluating and maintaining rigor.

School Quality Review recommendations (as per 2009-2010 Quality Review):

- Deepen and enhance the level of parental involvement in school decision making.
- Develop a targeted list of measurable data based goals that guide and focus inquiry work for each team.
- Expand and intensify the experiential options for the highest achieving students.

Learning Environment Survey: Over two years

- | | | |
|---------------------------|---------------------------|--------------|
| • Academic Expectations - | 7.3 up 0.9 and steady | 8.0 – up 0.7 |
| • Communication – | 6.4 up 0.5 and 7.0 up 0.6 | 7.4 – up 0.4 |
| • Engagement – | 6.8 up 0.7 and 7.0 up 0.2 | 7.7 – up 0.7 |
| • Safety and Respect – | 7.0 up 0.8 and 7.1 up 0.1 | 7.7 – up 0.6 |
| | | |
| • Parent Participation – | 63% - up 31% | |
| • Teacher Participation – | 91% - up 7% | |
| • Student Participation – | 99% - up 4% | |

Student performance and student progress measures:

- ELA – Median Student proficiency is 3.00 (from 2.83), 71.3% (from 53.6%) of students making at least one year of progress and 89.6% (from 76.7%) of students in the school's lowest third made one year of progress
- 51.7% (from 33.5%) of students are levels 3 or 4.

- Math – Median Student proficiency is 3.07 (from 2.87), 63.3% (from 59.6%) of students making at least one year of progress, 77.1% (from 69.7%) of students in the school’s lowest third making one year of progress.
- 58.5% (from 42%) of students are levels 3 or 4.

Based on the above findings:

Overall school-wide needs for the 2010-2011 school year

- **Differentiating of curriculum, instruction, and assessment**
- **Rigor and student independence in all subject areas including content area literacy**
- **Specific and measurable targets in inquiry**
- **Stakeholder communication, partnership, and involvement in decision-making**
- **Student ownership of social responsibility**

Our overall school-wide priorities for the 2010-2011 school year are:

- **Articulate and advance consistently high expectations for a rigorous academic environment where differentiation of higher order curriculum and instruction lead to student independence and achievement.**
*Differentiation *Technology Integration *Accountable Talk/Academic Language
*Independence
- **Raise student proficiency by more than one year’s progress in ELA and Math through depth of instruction, increasing instructional time, and common core standard implementation.**
- **Further our inquiry approach to targeted learning, assessment, and teaching, across the curriculum, fostering ownership for continual growth.**
*Looking at Student Work *Collaborative Learning Communities *Transparency
- **Embed a deep-rooted and action-oriented program of social responsibility.**
*Service Integration *PBIS/Advisory
- **Deepen and enhance the level of parental involvement in school decision making.**

SECTION V: ANNUAL SCHOOL GOALS

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

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

BASED ON THE ABOVE NEEDS ASSESSMENT, OUR OVERALL SCHOOL-WIDE PRIORITIES FOR THE 2010-2011 SCHOOL YEAR ARE:

- **By June 2011, 63% of the total population, including the schools lowest third, will make at least one year progress in English language Arts.**
- **By June 2011, 68% of the total population, including the schools lowest third, will make at least one year progress in Mathematics.**
- **By June 2011, 50% of the eighth grade population's levels one and two will make at least one year's progress in Science as measured by the Intermediate Level Science Exam.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy Across the Content Areas – Reading & Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2011, 63% of the total population, including the schools lowest third, will make at least one year progress in English language Arts.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Form a curriculum committee to author a comprehensive and systematic curriculum that embeds Common Core Standards • Identify basic reading skills to be taught and reinforced at each grade level • Implement curriculum with support of Literacy Coach and content lead teachers. • Literacy Coach will work across disciplines to support teachers in all content areas. • Literacy coach will develop a schedule to support the work of Teacher’s College staff development which includes lab sites and debrief/informal sessions. • Continue to provide teachers time for common planning in the form of grade, department, & partnership planning time as well as common preparation periods. • Introduce Teacher’s College Assessments and <i>Assessment Pro</i> for collection of data. • Provide opportunities for identified teachers to visit other classrooms and other schools to observe exemplar practices in teaching and learning. •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Per session monies for curriculum authors • Ongoing professional development from Literacy Coach, Teacher’s College Staff Developer, B.E.S.T. Network Senior Literacy Specialist and content lead teachers using Title I ARRA and Contracts for Excellence funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students transferring skills and strategies from class to class in examination of student work and informal observations • Formal and informal teacher observations • Ongoing conferences with teachers • Students will show improvement in ACUITY periodic assessments as the year progresses • Qualitative & quantitative classroom data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, 68% of the total population, including the schools lowest third, will make at least one year progress in Mathematics.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> a) Math teachers and AIS Team will use various data (Standardized test scores, ITAs, Predictive) to differentiate work to help students progress at targeted pace b) Math teams will provide students with a process for problem-solving and various strategies they can use to solve problems. Each month, a different strategy will be the focus. There will be a monthly problem (grade-wide) where students will have the opportunity to use various strategies. c) Problem solving strategies will be celebrated throughout the building. d) Introduction of Common Core Math Standards. Students are encouraged to use critical reasoning skills, not just procedures, to arrive at answers. Students will look at non routine math problems and determine appropriate strategies to solve the problems.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> a) Teachers will continue to take advantage of professional development opportunities being funded by Title I ARRA and C4E funds. The new edition of IMPACT Math is being utilized as a teaching tool. b) AIS Enrichment periods are scheduled for students with similar needs. c) National Council of Teachers of Mathematics (NCTM) has many great problem solving activities from which problems will be gathered. d) Through the Pilot teachers are provided with high order thinking problems that can be used as resources to teaching.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> a) Students will show improvement in ACUITY periodic assessments as the year progresses b) Students will show improvement in written and verbal communication of problem-solving processes. Extended response sections of periodic assessments will demonstrate problem-solving strategy use. c) Length and quality of journals and reflections will illustrate a deeper conceptual understanding of curriculum d) Qualitative & quantitative classroom data

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, 50% of the eighth grade population’s levels one and two will make at least one year’s progress in Science as measured by the Intermediate Level Science Exam.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Curriculum Coordinator and AIS Team will use various data to differentiate work to help students progress at targeted pace • differentiate work to help students progress at targeted pace • The Science teams will consist of three teachers who will provide students with a process for investigations and various strategies they can use to solve investigations. Students will carry out a hand-on weekly investigations in a fully equipped Science Lab that requires them to follow the Scientific method. • School-wide investigations will be celebrated throughout the grade levels. • Service learning opportunities will be embedded into the curriculum. • Teachers will develop a curriculum around the Green Roof which allows for weekly field work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional development activities in weekly after school meetings • Professional development funding set aside in school budget: Title I ARRA and C4E funds • Teachers will continue to take advantage of professional development opportunities in house by the Curriculum Coordinator as well as Network Instructional Specialists. • AIS Enrichment periods for Science focus are scheduled for students with similar needs.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students will show improvement in formative assessments as the year progresses • Students will show improvement in written and verbal communication of the Scientific Method processes. • Qualitative & quantitative classroom data

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	66	66	66	66	5	0	0	
7	58	58	58	58	7	0	0	
8	68	68	68	68	3	5	1	
9								
10								
11								
12								
All Students receive AIS through Enrichment 4 times a week. This is organized by 6 week cycles. AIS in all subjects are available.								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Lunchtime Homework Help during school day and after school • • Literal Comprehension (i.e.: Identifying characters and their traits, plot and setting) • Inferential Comprehension (i.e.: Interpreting character motivation, theme and motifs) • Nonfiction reading strategies • Guided Reading Groups based on TC Assessments • Advanced reading literature circles • Fluency and Decoding • ESL support • Vocabulary Instruction • Grammar • Independent reading with a focus on tracking volume • Test Prep
Mathematics:	<ul style="list-style-type: none"> • Lunchtime Homework Help during school day and after school • Multiplication • Division • Number Sense • Integers (assessing and subtracting negatives and positives) • Percents • Algebra (one- and two-step equations) • Test Prep • Math Literacy • Science/Math Integration
Science:	<ul style="list-style-type: none"> • Lunchtime Homework Help during school day and after school • Nonfiction reading strategies • Test Prep • Science Literacy • Science/Math Integration

Social Studies:	<ul style="list-style-type: none"> • Lunchtime Homework Help during school day and after school • Nonfiction reading strategies
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Lunchtime sessions • 1:1 sessions • small group
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • 1:1 sessions as recommended by school guidance counselor/ CPPST
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • 1:1 sessions as recommended by school guidance counselor/ CPPST
At-risk Health-related Services:	<ul style="list-style-type: none"> • Services provided as determined by school Nurse in collaboration with licensed physicians and NYS department of Health.

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

NCLB/SED requirement for all schools

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN #3	District 15	School Number 442	School Name New Horizons
Principal Deanna Sinito		Assistant Principal n/a	
Coach Heather Price		Coach Noreen Mills	
Teacher/Subject Area Norma Levine/ESL		Guidance Counselor Monserate Aviles-Hodges	
Teacher/Subject Area Liz McCormack/AIS		Parent Ed Cimino	
Teacher/Subject Area n/a		Parent Coordinator Corrine Contrino	
Related Service Provider n/a		Other n/a	
Network Leader Kathy Pelles		Other n/a	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	191	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	8.90%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here:

Initial identification of ELLs generally has already occurred, via the Home Language Identification Survey (HLIS) and LAB-R assessment scores, at the elementary school level. For those few new middle school arrivals to New York City from out of state, or out of country, the HLIS and LAB-R are then immediately used to determine entitlement. The HLIS form indicates what languages are spoken by the student and his/her family in school and at home. Based on their response to the survey and an informal interview with the student and parents, in English and their native language, where possible, the determination is made as to whether (s)he is an ELL and entitled to ESL services. Within the first 10 days of arriving at school the LAB-R is administered. This too determines eligibility for ESL services. If the student scores in the "Proficient" range in both Listening & Speaking and Reading & Writing portions of the test, then (s)he will not need ESL services. If the scores place him in the Beginner to Advanced ranges on his Listening & Speaking or Reading & Writing tests then ESL

services are necessary and provided. For those ELL students who are entitled to receive ESL services their parents are sent NYC Department of Education Entitlement letters in English and their Native Language inviting them to an Orientation Meeting where they are shown the New York City Department of Education brochure and video, in their native language, describing the three types of programs (Transitional Bilingual, Dual Language, and Freestanding), including an explanation of the explicit ELA, ESL, Native Language instructional minutes per program, and explaining the choices to be made. Translation services are provided at the Orientation Meeting for the question and answer session for any further explanations. For those parents unable to attend the Orientation meeting the brochure and Parent Survey and Selection forms are mailed home in English and Native Language with a letter asking them to call for further assistance. Based on the choice made on the Parent Survey and Selection forms, ELLs who have opted into ESL are served in our program. Those parents interested in the other types of programs are provided a list of the schools and contact information where those programs exist. Where possible we facilitate the school visits. During the past five years the majority of the parents choose ESL on the Parent Survey and Selection forms and all the parents have opted to remain here in our ESL program. Each September when the NYSESLAT scores become available, the students' eligibility is reevaluated using the latest Raw to Scaled score sheets from the State. DOE Continued or Non-Continued Entitlement letters are mailed to ELL parents within 10 days.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

Push-In							3	3	3					9
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	8

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2	0	1	7	1	4	8	0	7	17
Total	2	0	1	7	1	4	8	0	7	17

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	4	3					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1	1					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	8	5	4	0	0	0	0	17

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here:

Based on parent choice surveys our ELLs are served in a Freestanding push-in/pull-out ESL program with 100% of instruction in English. Currently all our ELLs have either Intermediate or Advanced level English proficiency and are grouped heterogeneously according to grade level and class. A separate Newcomer's group is conducted for recent arrivals to provide ample opportunities to develop vocabulary building, automaticity, and fluency skills for social and situational speaking in a lesser affective, small group setting.

As indicated by the Spring 2010 NYSESLAT scores our ELLs achieved Intermediate, Advanced, or Proficient levels of English. Students demonstrating Advanced levels will receive 180 minutes per week of ESL instruction and those scoring Intermediate or Beginner levels will receive 360 minutes, as per CR Part 154. Those students who have reached a Proficient level on the Spring 2010 NYSESLAT exams will continue to receive ESL support through the end of the next marking period and continue to receive extended time and additional listenings on all New York State assessments for the next two years. ESL students have four push-in or pull-out ESL periods a week, and each ESL student also attends four small group Enrichment periods a week, to comply with CR Part 154 mandates.

Literacy is taught using ESL techniques and tools aligned with the Teacher's College Readers' and Writer's Workshop model Balanced

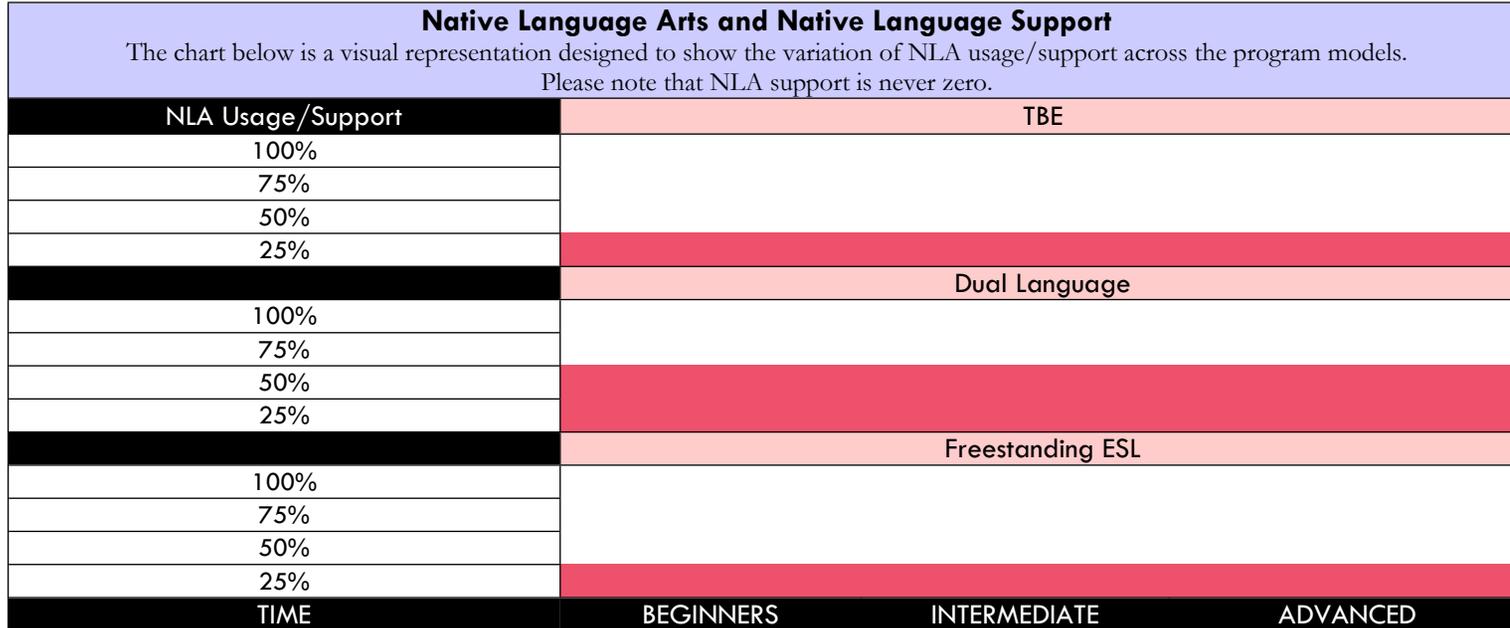
Literacy Program. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners, and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. Last year we built into the curriculum separate Math and Science literacy classes for targeted content area vocabulary development specifically with ELLs in mind. The regular classroom texts and lab books are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish versions of the texts, along with Department of Education Word-to-Word Glossaries for content area subjects in Spanish and Arabic. ESL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and reading comprehension, as well as Great Leaps and the Wilson program for some of our ELLs with special needs

SIFE students will be provided the full range of AIS services during Lunchtime, Extended Day, and other small group sessions, with additional opportunities planned using the technological support of the Rosetta Stone language program on computer and Books-on-Tape or CDs for audible support for leveled books. Newcomers meet in additional small groups for Enrichment and Advisory sessions four days a week with ESL and ELA teachers. Work includes vocabulary building, automaticity, and fluency skills, along with ELL Guided Reading and sight-word development with the "1000 Most Common Words in the English Language" list and appropriate level texts to help build comprehension skills. Long Term ELLs will be targeted for additional ESL services during mandated small group, Lunchtime, and Extended Day sessions. For ELLs with special needs we use various pedagogical resources such as English at our Command, Reading Rewards, Great Leaps, and other Wilson program materials. They are targeted during Lunchtime, Extended Day, and for other small group Enrichment with ESL, ELA, and Special Education teachers.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here:

Literacy is taught using ESL techniques and tools aligned with the Balanced Literacy Reader's and Writer's Workshops Program. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners; and inquiry-based, interdisciplinary projects to enable students to transfer key skills and concepts. This year we implemented small group Enrichment and Advisory sessions four days a week. To meet the needs of our ELL and ELL special education students our ELLs subgroups worked with ESL, ELA, and Special Education specialists, working on vocabulary building, automaticity, and fluency skills for social and situational speaking (Newcomers), and ELL Guided Reading and sight-word development with the "1000 Most Common Words in the English Language" list to build comprehension skills. In addition, this year we built into the curriculum separate Math and Science literacy classes for targeted content area vocabulary development specifically with ELLs in mind. The regular classroom texts and lab books are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish versions of the texts, along with Department of Education Word-to-Word Glossaries for content area subjects in Spanish and Arabic. AIS services are also available during Lunchtime Help and Extended Day classes for all the content areas, individually and in small group, over the course of the year. Other aspects of our program are designed to ensure that ELLs will meet or exceed city and State standards. These supports include teachers actively scaffolding instruction, integrating elements of the Teachers' College Literacy curricula and the Citywide Math Core Curriculum (Impact), ongoing support from Literacy Coach, Heather Price and Mathematics & Science Coordinator, Noreen Mills, and participating in professional development with considerations for ELLs. Staff meetings are held during the last Monday of each month to work with consultants, assess student needs and abilities, collaboratively plan

instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold and differentiate instruction for ELLs. Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. This year we implemented a series of Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. On-going Professional Development workshops are conducted at the Region for the Parent Coordinator and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. Workshops, such as “Navigating the High School Application Process for ELLs”, and the latest changes in services in the Translation and Interpretation Unit information are made available for the Guidance Counselor.

Those students who have received a Proficient level on the Spring 2010 NYSESLAT exams will continue to receive ESL supports through the end of the next marking period, and continue to receive ELL modifications (Extended Time and a third reading on the Listening passages) on all New York State assessments for the next two years, through Spring 2012.

This year we implemented small group Enrichment and Advisory sessions four days a week to meet the needs of our ELLs. This year we built into the curriculum separate Math and Science literacy classes for targeted content area vocabulary development specifically with ELLs in mind. This year we implemented a series of Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction.

The ESL program provides a teaching and learning environment that promotes equitable opportunities, respecting and celebrating the diversity of our students, staff, and community. The program meets the academic, physical, social and emotional needs of our ELL students. During our school day we offer all students, including our ELLs, the following services, supports and interventions: Enrichment remediation in literacy, mathematics and science; family workshops on how best to support student success in content areas and with homework; life skills interventions, Good Shepherd Services Homework Help; Red Hook Initiative Family Group, inter-mural sports teams (basketball, track, softball), the school musical (performance, stage crew, media), school newspaper, art portfolio preparation group, photography, NHMS Service Learning, Japanese Culture Club and Studio in a School. Also available to our ELLs are Lunchtime Help, Extended Day classes, and other AIS sessions.

ESL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and reading comprehension, as well as Great Leaps and the Wilson program for some of our ELLs with special needs. Technological support is provided to Newcomers with the Rosetta Stone language program on computer and is available for all ELLs through the use of Books-on-Tape and/or CDs to audibly support the independent reading books.

MS 442 recognizes the importance of native language support in developing English proficiency. We offer native language support, when necessary, and have continued to build a library of bilingual and native language books which are made available to ELL students and their parents.

MS 442 schedules orientations in June and August for all students and their parents, including the ELLs and their parents with translation available..

New this year, Spanish language classes are being offered to all our 8th grade and 12-to-1 bridge class students, on a weekly basis.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here : n/a

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here:

All pedagogical staff members work weekly with our consultant, Kate Roberts, from Teacher's College, to ensure teachers receive support in scaffolding the Balanced Literacy curriculum for our ELLs and in differentiating instruction for our ELLs with special needs. Other aspects of our program are designed to ensure that ELLs will meet or exceed city and State standards. These supports include teachers actively scaffolding instruction, integrating elements of the Teachers' College Literacy curricula and the Citywide Math Core Curriculum (Impact), with ongoing support from the TC Literacy Coach, AIS Coordinator Liz McCormack, and Curriculum (ELA, Math, Science, Social Studies) Coordinator, Noreen Mills, and by participating in professional development with considerations for ELLs. Staff meetings are held during the last Monday of each month to work with consultants, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold and differentiate instruction for ELLs in all the content areas.

Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. Our Guidance Counselor, Ms Aviles-Hodges, attends several High School processing workshops, including the "Navigating the High School Application for ELLs" workshop, each year, to learn about the new High Schools and find out about the latest changes in the application process. She then turn-keys the information to all our parents at a series of four 8th grade parent meetings. These meetings are given during the day and in the evening to ensure maximum parental participation. She meets individually with our ELL parents to aid them in the process. Ms Aviles-Hodges and our Parent Coordinator, Ms Corinne Contrino, lead tours for our 8th grade students and their parents at various high schools in the borough and at several high schools in Manhattan.

In addition, staff members participate in various off-site professional development sessions to support our work with ELLs.

On-going Professional Development workshops are conducted at the Region for the Parent Coordinator and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. They attend various workshops where, among other things, the Translation and Interpretation Unit information are made available.

E. Parental Involvement

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

Paste response to questions 1-4 here:

MS 442 schedules orientations in June and August for all new parents. These sessions include equal access to our ELL parents with native language translation materials and interpreters. We also schedule orientations in the Fall for the families of new ELLs and during the school year, when necessary, to familiarize them with the New York State standards, various New York State assessments, including the NYSESLAT exams, school expectations, and general program requirements for our ELLs. The ESL teacher also participates in the School curriculum Night for the purpose of school-family collaboration.

In addition, families of ELL students are welcome to attend all Parent Teacher Association meetings throughout the year. On-going parent workshops are held to address various issues and concerns as they arise. The following sessions are scheduled annually to assist parents with supporting their children: September: General Orientation and Parent/Student Handbook Overview; November: Assessment, Standards, and Report Cards; January: Supporting Students at Home; March: Monitoring Student Progress; and May: Promotional Criteria.

A needs assessment survey is distributed throughout the school by the School Leadership Team, and the classroom teachers conduct an informal language survey at the beginning of the school year, to determine which families are in need of translation services and translated copies of written materials. The Blue Cards are distributed to all the parents at the beginning of each year, information requested in both English and Spanish, along with a letter inquiring as to when the best times to meet with them and/or to contact them.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)							0	0	0					0
Intermediate(I)							4	2	2					8
Advanced (A)							4	3	2					9
Total	0	0	0	0	0	0	8	5	4	0	0	0	0	17

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	0				
	I							0	0	0				
	A							3	2	3				
	P							3	3	1				
READING/ WRITING	B							0	0	0				
	I							3	2	2				
	A							4	3	2				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2	1	0	6
7	3	1	0	0	4
8	1	3		0	4
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
New York State Regents Exam									0
Number of ELLs Taking Test			Number of ELLs Passing Test						6
English		Native Language			English		Native Language		
Comprehensive English	1		5		0		0		4
Math	8		4				0		4
Math	NYSAA Bilingual Spe Ed								0
Biology									
Chemistry	NYS Science								
Earth Science	Level 1		Level 2		Level 3		Level 4		Total
Living Environment	English	NL	English	NL	English	NL	English	NL	
Physics									0
Global History and Geography	2		2				0		4
US History and Government									
Foreign Language	NYSAA Bilingual								0
Other	Spe Ed								
Other									
NYSAA ELA	NYS Social Studies								
NYSAA Mathematics	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Social Studies	English	NL	English	NL	English	NL	English	NL	
NYSAA Science									0
5									0
6	4						0		4
Native Language Tests									
		# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
		1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)									
Chinese Reading Test									

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Reviewing and analyzing the assessment data, answer the following

Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Provide any quantitative data available to support your response.

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? How do skill patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

For each program, answer the following:

- Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

For dual language programs, answer the following:

- How are the English Proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Describe how you evaluate the success of your programs for ELLs.

Response to questions 1-6 here:

Examine the LAB-R or NYSESLAT and other New York State and New York City assessments, along with the Teacher's College Reading and Decoding Literacy Assessments, to get an early impression of our ELLs literacy skills. On the Spring 2010 NYSESLAT all of our ELLs achieved an Advanced or Proficient score for the Listening and Speaking tests, and they achieved an Intermediate, Advanced, or Proficient score for the Reading and Writing tests. The majority of last year's 6th and 7th grade ELLs achieved a Level 1 on the Spring 2010 Math assessment, and the majority of the 6th, 7th, and 8th grade ELLs achieved a level 2 score on the Spring 2010 Math assessment. Therefore, based on the scores of our ELLs New York State ELA and Mathematics assessments, and the New York State English as a Second Language Tests (NYSESLAT) what is revealed by the data is that the most pressing needs are in the areas of Reading and Writing, therefore our program focuses heavily on these areas, with planned integration of Content areas' vocabulary for language development. For those students who do not need Listening and Speaking support, short listening passages with notetaking skills and strategies are included in the ESL program throughout the year. Though a push-in model may be preferable, ample small group settings provide the ELL students additional opportunities to express observations, state opinions, and draw conclusions in the smaller peer group to ensure maximum language development. As indicated by their Spring 2010 NYSESLAT scores students demonstrating Advanced levels of English, will receive 180 minutes of ESL instruction and those scoring Beginner or Intermediate levels of English will receive 360 minutes. Those students who have achieved a Proficient level on the Spring 2010 NYSESLAT exams will continue to receive ESL support through the end of the next marking period and will not be able to receive extended time on all New York State assessment examinations for two years through Spring 2012. The levels are determined by using the New York State Raw to Scaled Score NYSESLAT conversion charts and are evaluated using the English Language Proficiency Data Profiles sheets provided by the Region.

Assessments for ELLs will pinpoint additional information about what areas of Reading and Writing are most troublesome and where to concentrate. All these assessments are shared with those teachers who work with the ELLs to better coordinate a needs assessment and develop individual plans for the ELLs.

We evaluate the success of our programs for ELLs is measured by using the NYSESLAT, other NYS assessment scores, and their TC reading level growth, indicating if an individual student has improved, in which areas the growth has occurred, and where they need continued support.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

An informal language survey is sent home and collected by homeroom teachers to corroborate data from the HLIS located in their cumulative records.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Results of our survey indicated that there are non-English speaking families of our students who feel under-informed.

Part B: Strategies and Activities

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

The school provides all Department of Education notices in home language. Additionally, the services of the Translation & Interpretation Unit are employed as appropriate. When information must be sent home on short notice, staff members translate documents as necessary.

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

The services of the Translation & Interpretation Unit are employed as appropriate. When information must be communicated on short notice, staff members provide interpretation services as necessary.

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

Signs are posted, in several languages, at the entrance to the building and around the school. Notification is provided in school newsletters distributed at the beginning of each school year. The Parent Coordinator makes herself available, directing families to appropriate services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I, Part A Allocation for 2010-11:	157,131	62,251	219,382
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,571	622	2,193
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,857	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15,713	*	
5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 77%			
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.			

One-to-one conversations with administration regarding requirements and recommended programs as well as professional development opportunities.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT (SEE ATTACHED)

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

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

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

Both the School Parent Involvement Policy and the School-Parent compact were distributed on November 8, 2010.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We conducted a comprehensive needs assessment based on NYCDOE data measures as well as site-oriented data measures. We then aligned our school-wide goals to the needs identified during the needs assessment. Finally, we leveraged human and fiscal resources to support our work in addressing these needs.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

School-wide reform strategies include, but are not limited to: the development of a comprehensive and flexible AIS program, the development of a comprehensive and flexible Enrichment program, educational opportunities for parents (workshops), the acquisition of a TC staff developer for 25 day.

3. Instruction by highly qualified staff.

We strive to meet the mandate of 100% highly qualified teaching staff by strategically utilizing our 5% set-aside and supporting teachers in seeking programs that meet their needs as well as the school's needs.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We are able to offer high quality and ongoing professional development by dedicating staff responsible for department-focused and school-wide PD. We also expanded our PD model to include a regular hour-lunch meeting for partnership meetings, grade meetings, department meetings and whole-staff meetings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We have created a Public Relations Committee to proactively improve the perception of our school in the wider community. Additionally, we engage in a stringent resume review and hiring process to ensure our school needs would be met by teacher candidates.

6. Strategies to increase parental involvement through means such as family literacy services.

Strategies to increase parental involvement include, but are not limited to: partnerships with Learning Leaders, Literacy, Inc., Red Hook Initiative and Good Shepherd Services. Monthly parent workshops, the acquisition and implementation of School Messenger system, weekly calls home by homeroom teachers.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NOT APPLICABLE

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are encouraged to take leadership in school decision-making through their participation as grade level and department level liaisons and membership on the Academic Cabinet, AIS Team, CPPST, Inquiry Team PBIS Team, Service Learning Technology Team, Curriculum Team, UFT Consultation Committee, as well as through myriad professional development offerings, opportunities to lead curriculum development.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Activities to support student achievement toward proficient or advanced levels include, but are not limited to: a comprehensive and flexible AIS Program, Inquiry Team work across content areas, collaborative assessment of student work, qualitative and quantitative data analyses

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

NOT APPLICABLE

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,620,334.00		
Title I, Part A (ARRA)	Federal	✓			61,629.00		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS- NOT APPLICABLE

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: In Good Standing **SURR³ Phase/Group (If applicable):** Not Applicable

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently, we have 3 students reported as being in temporary housing.

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

Students are provided with additional guidance support services such as At-Risk counseling, AIS services, Small group counseling services, Family institute and parental outreach.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

TITLE I PARENT INVOLVEMENT POLICY

SCHOOL YEAR 2010-2011

1. The New Horizons Middle School 442 (“NHMS 442”) will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - Title I training for SLT members with and/or by the Parent Coordinator and/or district personnel.
2. NHMS 442 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Parent Coordinator Fall survey to parents regarding home language and meeting time preferences.
 - Development of a needs assessment survey for parents by the SLT. SLT subcommittees in areas directly related to progress report areas in need of improvement.
 - Monthly PTA meetings with focus on school “current events.” Monthly “open door” meetings with Parent Coordinator and other staff to discuss things that are going well, concerns, etc.
 - School staff to seek grants funding and/or PTA funding for monthly parent breakfast meetings focusing on meaningful parent involvement in the community, throughout the school and in the classroom, as well as school and district wide academic, social/emotional and middle school/high school transition issues.
 - Distribution of NHMS Parent Directory (parent-to-parent phone and e-mail contact information).
3. NHMS 442 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under these other programs:
 - Positive Behavior Interventions and Supports (PBIS): Regular reports from PBIS team to parents by PBIS internal coach.
 - Grants committee involvement with parents for school improvement (auditorium, outdoor learning space, science lab, etc.)
 - Schubert Foundation/MTI sponsored drama program which will include parent involvement on the production team as well as invite parents and community members to attend the production.
 - CBO involvement in after-school programs (RHI, BYA, GSS)
4. NHMS 442 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An end of year follow up survey will be sent by the SLT with the purpose of rating the school’s actions regarding the fall survey.
 - Analysis of the Learning Environment Survey results on parent engagement/involvement.
 - Translation of all pertinent documents: parent handbook, school brochure, etc.

5. NHMS 442 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, involved parents and the community to improve student academic achievement through the following activities specifically described below.
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I Part A
 - v. How to monitor their child's progress;
 - vi. How to work with educators
 - Regular communication (e-mail/phone/backpack/mail/ARIS/ENGRADE) to parents regarding interim assessments and other testing. Workshops and/or distribution of materials by Parent Coordinator regarding successful parent-teacher conferences. Teaching parents to navigate ARIS Parent Link and ensuring that parents are aware of the ARIS functions that allow them to prepare for these conferences.
 - Regular communication from school through monthly Parent Coordinator newsletter and website. Monthly parent breakfasts focused on increased meaningful parent involvement and topics of concern to parents, homeroom teachers' bi-weekly communication with parents; parent workshops on topics related to academic standards.
 - b. NHMS 442 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:
 - Literacy and math parent workshops
 - ARIS Parent Link workshops
 - Engrade workshops
 - Monthly open-door parent sessions with parent coordinator and other staff members.
 - Technology and curriculum training and information through Connected Learning
 - c. NHMS 442 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - Professional Development for School Leadership Team Staff Members to be turn-keyed to all staff
 - Regular meetings between administration and parent leadership

- d. NHMS 442 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- Establishing connections with Learning Leaders and training parent and community volunteers.
 - Maintaining connection with Good Shepherd Services, LINC and BYA to provide academic and recreational programs in school and in the community to students and families.
 - New community partnerships with organizations that will assist with service learning projects (FROGG, CORD, CGNA, etc.)
 - Extended use of parent center as a technology and research resource for parents.
 - Continued “Community Service in Our Community” projects involving parents, students and staff.
- e. NHMS 442 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand.
- Notices will be sent to the translation and interpretation unit for translation.
 - Emergency notices are sent in English and Spanish when available. Otherwise, these notices are sent with the announcement, in Spanish, “This notice is very important. It will affect the education of your child. Please have it translated.”
 - Budget monies will continue to be allocated for postage.
 - Messages go out in home language on the School Messenger automated calling system.

Adoption:

This School Parental Involvement Policy and the School Parent compact has been developed jointly with, and agreed on with parents as evidenced by

This policy will be adopted by NHMS 442 on November 1, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents on or before November 15, 2010.

School Parent Compact 2010-2011

School Responsibilities

M.S. 442 – New Horizons will:

- ⇒ Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
The strength of our school lies in the value we place on academic growth for every individual student. Students have the opportunity to access the regular curriculum, as well as the myriad ways we scaffold for struggling learners and enrich for high achievers.
- ⇒ hold parent teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
Parent Teacher Conferences will be held on the evening of October 18, 2010 and the afternoon of October 19, 2010 and on the afternoon and evening of April 12, 2010.
- ⇒ provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
Progress reports will be distributed at Parent Teacher Conferences in January and April. Report cards will be sent home “via backpack” in December, March and June. Constant updates on student progress will be given by homeroom teachers and classroom teachers during weekly phone calls to students.
- ⇒ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
All staff e-mail addresses will be distributed to all parents at the beginning of the school year and updated staff contact information will be included in the monthly Parent Coordinator newsletter. Parents are also urged to contact the school and leave a message for a classroom teacher or make an appointment to meet with teachers or other staff.
- ⇒ Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:
Parents are urged to make an appointment to visit classrooms any time that is convenient for them. We also plan regular celebrations in classrooms to which families are invited. Parents who would like to share a talent or speak to the class on a certain topic are invited to do so.

Parent Responsibilities

We as parents will support our children’s learning in the following ways:

- ⇒
- ⇒ by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;

- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, responsibility, tolerance and safety;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectations and offer praise and encouragement for achievement.

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	New Horizons School					
District:	15	DBN:	15K442	School		331500010442

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.0	90.3	91.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	65	60	66				
Grade 7	73	66	57				
Grade 8	80	75	70				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	0				
Total	218	202	193				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.7	95.0	93.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	67.9	75.6	83.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	4	6

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

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	11	12	Principal Suspensions	70	73	79
# in Collaborative Team Teaching (CTT) Classes	70	64	66	Superintendent Suspensions	28	30	19
Number all others	19	18	21				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	6	13	TBD	Number of Teachers	29	30	29
# ELLs with IEPs	1	10	TBD	Number of Administrators and Other Professionals	11	11	3

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	3	9	% fully licensed & permanently assigned to this school	96.6	100.0	100.0
				% more than 2 years teaching in this school	55.2	66.7	75.9
				% more than 5 years teaching anywhere	31.0	36.7	44.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	69.0	70.0	79.3
American Indian or Alaska Native	0.9	1.5	2.1	% core classes taught by "highly qualified" teachers	90.1	75.3	75.8
Black or African American	45.0	41.1	40.9				
Hispanic or Latino	46.3	49.5	47.7				
Asian or Native Hawaiian/Other Pacific	0.9	0.5	0.5				
White	6.9	7.4	8.8				
Male	59.6	61.4	56.0				
Female	40.4	38.6	44.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					WD
Overall Score:	56.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	10.5	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	7.2	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	37.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf