



EBC/ENY HIGH SCHOOL FOR PUBLIC SAFETY & LAW

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: EBC/ENY HIGH SCHOOL FOR PUBLIC SAFETY & LAW
ADDRESS: 1495 HERKIMER STREET
TELEPHONE: 718-498-7163
FAX: 718-498-7170

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332300011645 **SCHOOL NAME:** EBC/ENY High School for Public Safety & Law

SCHOOL ADDRESS: 1495 HERKIMER STREET, BROOKLYN, NY, 11233

SCHOOL TELEPHONE: 718-498-7163 **FAX:** 718-498-7170

SCHOOL CONTACT PERSON: BEVERLY FAISON **EMAIL ADDRESS** BFaison@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharon L. Santana

PRINCIPAL: BEVERLY FAISON

UFT CHAPTER LEADER: Lisa Carter

PARENTS' ASSOCIATION PRESIDENT: none

STUDENT REPRESENTATIVE:
(Required for high schools) Shantell Pryce

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** CFN 403

NETWORK LEADER: MARISOL BRADBURY/Marie Rousseau

SUPERINTENDENT: AIMEE HOROWITZ

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
Beverly Faison	Principal	Electronic Signature Approved.
Sharon Santana	Admin/CSA	Electronic Signature Approved.
Lisa Carter	UFT Chapter Leader	Electronic Signature Approved.
Stephenette Wright	DC 37 Representative	Electronic Signature Approved.

* 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.

□ EBC/ENY High School for Public Safety and Law was established in the mid-1990's to give students of the East New York community an option that was designed to meet their individual needs. Until then, there were only large high schools and career technical schools servicing students in the area. The small school was designed to address safety and a sense of community while stressing high academic standards. We have continued to strive for that to this day.

For the the 2010-2011 school year, the student population consists of approximately 91 students, predominantly Black (33%) and Hispanic (50 %) that are serviced by 14 educational professionals that are committed to the students' success. The small design of the school makes it possible for all the students to be well-known by the adults. As a result, student progress is carefully monitored by the faculty. Although a significant number of students need more than 4 years to graduate, the vast majority stay with us throughout their high school career.

Although designated as Title I Restructuring Advanced Comprehensive for school year 2010-2011, we have made significant progress in recent years after being removed SURR in 2005. While surpassing all targets in mathematics for cohort 2009 and 2010, we continue to struggle in ELA. Graduation rate has increased greatly over the last 3 year period, from 51.8% to 57.4% graduating in 4 years. The number of students graduating with Regents endorsement has increased dramatically. Math performance has grown to the point where all sub-groups have made adequate yearly progress target. Regretfully, early in 2008, the Department of Education decided that the school would phase out over the course of the next 3 years, with the final class graduating this June 2011. Despite the phase-out designation and not taking in an entering 9th grade class the past three school years, we are committed to ensuring our students will continue to receive a quality education, as well as monitoring their progress towards graduation.

In order to ensure the ability of our students be graduates of EBC/ENY High School, we hold the following as priorities:

- Professional development for teachers occurs weekly to improve students achievement through differentiated instruction, literacy skills, book studies, interdisciplinary learning
- A special credit recovery program was designed to meet the needs of the under-credited students after-school.
- Morning Academic Intervention Services meeting before the school day enables students to receive additional assistance in all subject areas.
- Lunch-time tutoring in all subjects is offered through Circular 6 during both students lunch periods
- Extracurricular activities remain an important aspect of school life – PSAL Sports, Leadership Program Clubs
- Student achievement continues to be celebrated – Award ceremonies, bulletin boards, incentive programs

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:	EBC/ENY High School for Public Safety & Law								
District:	23	DBN #:	23K645	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		71.1	73.2	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.3	97.08	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		66.3	54	61.8		
Grade 8	0	0	0						
Grade 9	207	39	17	Students in Temporary Housing - Total Number:					
Grade 10	147	121	33	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	73	69	63		5	9	TBD		
Grade 12	87	83	84						
Ungraded	1	0	0	Recent Immigrants - Total Number:					
Total	515	312	197	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					6	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	37	19	11	Principal Suspensions	18	40	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	1	0	Superintendent Suspensions	73	33	TBD		
Number all others	40	29	22						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	28	21	16	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	0	5	Number of Teachers	32	23	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	9	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	40	27	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	47.1	66.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	55.9	79.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	79	TBD
American Indian or Alaska Native	0.6	1.3	1.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.3	88	TBD
Black or African American	56.9	55.1	52.8				
Hispanic or Latino	41.6	41.7	42.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1	1.5				
White	0.2	0.3	1				
Multi-racial							
Male	46	45.5	43.7				
Female	54	54.5	56.3				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic		<input type="checkbox"/>					
Comprehensive		<input checked="" type="checkbox"/>					
Focused		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA: X			

Math:		Math:	Y
Science:		Graduation Rate:	Y

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				X	√	√	58
Ethnicity							
American Indian or Alaska Native							
Black or African American				X	√		
Hispanic or Latino				Ysh	√		
Asian or Native Hawaiian/Other Pacific Islander						-	
White							
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	√		
Student groups making AYP in each subject				1	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

A comprehensive needs assessment was conducted by the Cabinet to determine how to best meet the needs of our student population. Using the data tools and reports available from the State Education Department and the NYC Department of Education, it was evident that student performance over the past three years has improved as indicated by the NCLB Accountability Overview Reports from SY 2006-7 to SY 2008-9 in all areas. Although our status is Restructuring (Advanced) - Comprehensive, the performance indicators in ELA grew from 127 to 133.

Unfortunately, since targets increased, AYP was only achieved for the sub-group of Hispanic students with safe harbor. Math grew from a Performance Index of 137 to 167, making AYP in all students and all sub-groups. The Graduation rate grew from 45% to 52%. Despite our great success in mathematics and improved indices in ELA, the phase-out of the school following the graduation of the Class of 2011 is imminent.

The responses to the Learning Environment Surveys indicate that academic expectations and communication need to be addressed more rigorously. Safety and respect has increased, although is an area which can still be improved. As a result, extensive professional development is attempting to address many of the items that the document cites as needing improvement. These include classroom management, credit accumulation, literacy skills and academic and social expectations. Communication amongst all groups is an area that will be greatly monitored this year.

Using ATS tools, we've determined that a significant number of students are still overage and/or under-credited. As a result, we are closely monitoring student progress and designing AIS opportunities that focus on students' individual needs. With the phase-out of EBC/ENY HS occurring this June, it is of particular importance that students accumulate credit commensurate with their grade level to ensure their on-time graduation. These students with too few credits to graduate by that date will be counseled and referred to an appropriate alternative setting.

The graduation data indicates a marked increase in the numbers of students obtaining a Regents diploma. However, the Board of Regents requirements for a diploma are becoming increasingly more rigorous. Our final graduating class will need to achieve a grade of 65 on 4 of the 5 required exams for a local diploma. Looking at the RESI report for cohorts 2010 and 2011, too few students are on track overall to meet these requirements.

Attendance is an area of highest priority. Last year's average daily attendance was 71.6. Though it is too early in the term to see an upswing, and we expect to raise this percentage for the year/

These are the highlights of our most prominent concerns resulting in the school's goals in the following section.

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 30, 2011, there will be a 3% increase from last year’s (2000-2010) attendance rate of 71.6% to 74.6% for the 2010-2011 school year.	<input type="checkbox"/> By June 30, 2011, there will be a 3% increase from last year’s (2000-2010) attendance rate of 71.6% to 74.6% for the 2010-2011 school year.
By June 30, 2011, there will be a 5% increase in graduation rate from last year’s rate from the 2009 cohort of 48.5% to 53.5% for the 2011 cohort.	By June 30, 2011, there will be a 5% increase in graduation rate from last year’s rate from the 2009 cohort of 48.5% to 53.5% for the 2011 cohort.
By June 30, 2011, transition plans will be developed for 90% or our students entailing their post EBC/ENY HS plans. This will include transitioning to another HS for those who are unable to graduate, as well as college and career plans for graduates.	By June 30, 2011, transition plans will be developed for 90% or our students entailing their post EBC/ENY HS plans. This will include transitioning to another HS for those who are unable to graduate, as well as college and career plans for graduates.
As of June 2011, 90% (23) of the 26 students in the 2011 cohort who are academically on track to graduate, but have not yet passed the Global History Regents, will receive a score that is sufficient to earn their diploma.	As of June 2011, 90% (23) of the 26 students in the 2011 cohort who are academically on track to graduate, but have not yet passed the Global History Regents, will receive a score that is sufficient to earn their diploma.

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

Attendance

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>□ By June 30, 2011, there will be a 3% increase from last year’s (2000-2010) attendance rate of 71.6% to 74.6% for the 2010-2011 school year.</p>
<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"> • Schedule weekly attendance meeting on Wednesdays. • Conduct reversals on a daily basis • Utilize attendance teacher, family worker and guidance counselors to conduct home visits • Conduct evening and weekend telephone conferences/ home visits with parents (Tax Levy Funds) • Utilize grade advisor and classroom teachers to emphasize the importance of attending school and classes on a daily basis • Implement monthly perfect attendance incentive awards, e.g. Gift Cards, attendance bulletin board, personalized congratulatory letter from the Principal • Identify students with 2 or more absence a week for outreach and personal support • Continue to utilize Phone Messenger for daily absences and parental support • Conduct planning interviews with follow-up on a timely manner that result in registrations in viable programs to meet student needs • Close investigated 407s in a timely manner • Buddy up students with attendance problems with Assistant Principal, teacher or staff member to provide a personal touch.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Tax Levy and Title I funds will support these activities.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Weekly attendance meetings to review Cumulative Attendance Report, 407 register, RSAL report, Planning Interviews. Projected gain is 0.3% growth per month.
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Subject Area
(where relevant) :

Graduation Rate

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 30, 2011, there will be a 5% increase in graduation rate from last year's rate from the 2009 cohort of 48.5% to 53.5% for the 2011 cohort.
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>	<ul style="list-style-type: none"> • Schedule meetings of the graduation team following each marking period to review student progress towards graduation • Offer credit recovery courses to ensure students meet their academic requirements • Offer Regents Prep tutoring before and after school to ensure student success on exams • Offer lunch time tutoring • Create Independent Study Projects for students with single credit deficits in subject areas that are no longer offered at EBC/ENY HS i.e., Music, Art, Spanish • Attendance team will closely monitor attendance of graduation candidates
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Tax Levy, Title I and Contact for Excellence funds will be used to support programs geared to ensuring students graduate in a timely manner.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Passing percentages on the interim report cards and progress reports will indicate the increased likelihood of individual students passing classes and Regents exams. Student success will be based on the scholarship report results of each teacher, subject areas, and the school as a whole as well as the results of the January and June test administrations.

Subject Area
(where relevant) :

Transition

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 30, 2011, transition plans will be developed for 90% of our students entailing their post EBC/ENY HS plans. This will include transitioning to another HS for those who are unable to graduate, as well as college and career plans for graduates.</p>
<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"> • Students unable to graduate by June 2011 will be identified by October, 2010. conferences will be scheduled with students and their parents to provide assistance in identifying appropriate programs to continue their education • Outreach will be made with alternative schools and programs to identify appropriate contact personnel to facilitate intake process • Create comp time position of college advisor to assist students with college search and application process • Students will participate in Career Cruising Program to create individual portfolios • Organize visits to colleges and attend college fairs • Organize a Career Fair
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy funds will support the activities to aid in transition activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Passing percentages on the interim report cards and progress reports will indicate the increased likelihood of individual students who will graduate by June. January Regents results will also indicate the likelihood of graduation in a timely manner before the phasing out of the school in June. Students who will graduate will meet monthly with the grade advisor for college counseling and the application process. Students who will not graduate will have planning interviews with their parent no later than March 2011 to review options for the 2011-2012 semester.</p>

Subject Area
(where relevant) :

Global History

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As of June 2011, 90% (23) of the 26 students in the 2011 cohort who are academically on track to graduate, but have not yet passed the Global History Regents, will receive a score that is sufficient to earn their diploma.</p>
<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"> • Provide an item analysis of the June 2010 Global History Regents • Increase the use of data-driven instruction based on item analysis findings and in-house mock Regents • Utilize Kaplan Regents Advantage materials • Professional development through the network • Increase in the number of reading and writing assignments aligned to the Regents Examination • Integrating interdisciplinary themes to enhance the Global History curriculum • Increase student engagement utilizing differentiated instruction • Project-based learning assignments • Integrate laptops into the classroom for research and final-draft writing assignments • Align all class tests to Global History Regents Examination • Offer tutoring before and after school and during lunch periods
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Tax Levy, Title I, and Contract for Excellence, funds will be used to support activities. History teachers will receive coaching and will provide tutoring.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>□ Passing percentages in Global History classes on the interim report cards and progress reports, as well as mock exams in class, will indicate the increased likelihood of individual students passing the Global History Regents exams. Student attendance in these classes, morning Global History AIS sessions, lunchtime and after-school tutoring sessions will be closely monitored on a weekly basis. All students who have not yet received a passing score on the Regents will be scheduled to take the exam in January 2011.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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								
7								
8								
9			2					
10	3		3	1				
11	3		1					1
12	8		1	4				

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Morning AIS sessions before school Circular 6 lunchtime one-to-one and small group tutoring sessions After-school Tutoring Programs used include Kaplan's Reading Comprehension Series, Writing Series and Regents Advantage Achieve 3000</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Morning AIS sessions before school Circular 6 lunchtime one-to-one and small group tutoring sessions After-school Tutoring Programs used include Kaplan's Regents Advantage</p>
<p>Science:</p>	<p><input type="checkbox"/> Morning AIS sessions before school Circular 6 lunchtime one-to-one and small group tutoring sessions After-school Tutoring Programs used include Kaplan's Regents Advantage</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Morning AIS sessions before school Circular 6 lunchtime one-to-one and small group tutoring sessions After-school Tutoring Programs used include Kaplan's Regents Advantage</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The Guidance Counselor work closely with their students to provide academic, as well as counseling support to ensure successful outcomes.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> No school psychologist on site</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> The School Social Worker is assigned to the LYFE Center to work with parenting students, assisting them by counseling and locating outside resources, when necessary.</p>

At-risk Health-related Services:

Speech Teacher provides services to appropriate students
Hearing Teacher provides services to appropriate students School Nurse

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

NCLB/SED requirement for all schools

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

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

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

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 7

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

All 7 ESL students at EBC/ENY HS, all who are Spanish-speaking, across all grade and ability levels will be serviced by this our 2 ELA teachers. Unfortunately, due to the downsizing of the school because of the phase-out, we could no longer support staffing an ESL teacher for such a small population. In addition, we were unable to re-hire the F-status teacher that assisted in the ESL classes and subject matter classes. Our ESL classes are not funded by Title III as we will not be receiving these funds this school term.

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.

Professional development activities will identify strategies to assist teachers to incorporate planning their lessons to take into account the needs of our LEP population. Strategies for differentiation of instruction will be delineated which are specifically geared towards working with students who are not yet proficient in the English language, in speaking, reading and writing so they will be able to learn the subject matter being presented..

Section III. Title III Budget

—

School: EBC/ENY HS

BEDS Code: 332300011645

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	\$0	<input type="checkbox"/> N/A
Purchased services	\$0	<input type="checkbox"/> N/A

- High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	\$0	<input type="checkbox"/> N/A
Travel	\$0	<input type="checkbox"/> N/A
Other	\$0	<input type="checkbox"/> N/A
TOTAL	0	

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.

Conferences with parents of ELL students often require the need of a translator

An analysis of written responses to issues related to the ELL program reveals that information is needed to get to parents in Spanish

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.

Notices home must be sent in both English and Spanish to ensure that all parents can understand

Phone messages home must be recorded in the appropriate language

A Spanish-speaking person must be at all parent meetings to provide translation services

Spanish-speaking personnel will be available during the school day to provide translation and interpretation services.

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.

All written notices will be translated into Spanish and sent in dual language form. Translation services will be provided by our Spanish-literate personnel.

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

Oral translations of important phone messages will be recorded in both English and Spanish

Spanish-speaking personnel will be on hand for all school functions that involve parents to provide translation services

Spanish-speaking personnel are available in school for parental conferences

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

Written notification will be sent to all parents in dual language in the first mailing of the school year indicating their rights regarding translation and interpretation services and how to obtain these services.

A sign will be posted in a conspicuous location near the main entrance in English and Spanish indicating where they can obtain a copy of the written notification regarding translation and interpretation services.

The school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barriers.

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 Allocation for 2010-11:	\$139,886	\$23, 344	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1399		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6994	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$13, 998	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

-
- 1. EBC/ENY High School will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
- 2. EBC/ENY High School will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- **EBC/ENY High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies that will increase parental involvement through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

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:

the State's academic content standards

the State's student academic achievement standards

the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator and the PTA President, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- An Annual Awards Celebration will be held in the Spring semester.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by general consensus documented in the minutes of the general meeting of the PTA. This policy was adopted by the EBC/ENY High School on June 6, 2008 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

The school and parents working cooperatively to provide for the successful education of their children agree:

EBC/ENY High School will:	The Parent/Guardian will
<p>EBC/ENY High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.</p> <p>EBC/ENY High School will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> Offer classes to satisfy graduation requirements in all subject classes that meet state standards Prepare students to do well on all regents exams and encourage students to work towards Regents Diploma and Advanced Regents Diploma Offer enrichment classes related to Law and Public Safety Offer additional support to students such as small group and one-on one tutoring • Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in October and in March. • Provide parents with frequent reports on their children's progress. Parents will receive 3 report card each semester/ 6 per term 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> Promoting positive use of my child's extracurricular time Monitoring attendance Making sure that homework is completed Monitoring amount of television their children watch Participating as appropriate, in decisions relating to my children's education. Promoting positive use of my child's extracurricular time. 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. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups. <p>[Describe the ways in which students will support their academic achievement, such as:</p> <p><u>Student Responsibilities</u> We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p>

• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff is available on a daily basis. Parents should call teachers to make appointments to avoid long waits during teacher's class time.

• Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are always invited to come and observe their child in the classroom. This can be arranged by calling the Parent Coordinator or the teacher. Parents who are interested in volunteering in the school should contact the Parent Coordinator.

• Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

• Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, And timely way.

• Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be Involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A

Do my homework every day and ask for help when I need to.

Read at least 30 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Attend lunch-time tutoring session when additional assistance is needed to better understand my class-work

programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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.

EBC/ENY High School will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

EBC/ENY High School will use disaggregated student results on the NY Start Reports, Accountability Reports, NYS Regents Examinations and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved

2. Schoolwide reform strategies that:

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

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

o Are consistent with and are designed to implement State and local improvement, if any.

Teachers in EBC/ENY High School that are not new to the profession are also highly qualified. They have met NYS certification requirements either by a) possessing a degree from a state-approved teacher education program that includes a supervised teaching internship, or b) demonstrating proficiency in the subject(s) they teach through an evaluation process that takes the essential components of teaching certification into consideration. Key strategies to be considered:

EBC/ENY High School emphasizes “quality first teaching” to ensure that all students, including students with special needs and English language learners, and extraordinary support services, receive sound, standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to ensure a high-quality, standards-based program to meet the State’s student academic standards in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.

Professional development for staff will be coordinated in EBC/ENY High School, by a Professional Development Team, which includes the Network Instructional Specialist, SAE Superintendent assigned to the school, the Principal, and Assistant Principals. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for EBC/ENY High School. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers. Opportunities for applied learning.

Administrators will participate in all school-based professional development activities, and will also be supported by the Network Specialists to strengthen the following:

- The use of culturally balanced instructional programs and materials.

- Instructional leadership
- Effective use of technology to support instruction and student learning.
- Clinical supervision of instruction

- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective management of core academic subjects.

3. Instruction by highly qualified staff.

- Launching instructional initiatives

- Uses of technology in carrying out administrative duties – e-mail, excel, etc.

□ All teachers hired in EBC/ENY High School, for the 2009-10 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include teachers with transitional B certificates, including NYC Teaching Fellows, Teach for America corps members and Peace Corps Fellows.

- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

□ EBC/ENY High School will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. However, for the 2009-2010 school year, we have had to excess staff, downsizing due to the phase-out of the school, as well as budget cuts in the city.

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

□ EBC/ENY High School will implement strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, the school has a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, EBC/ENY High School will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

Additional support for EBC/ENY High School will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special

projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

N/A

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 will be engaged in ongoing discussions and decision-making processes with EBC/ENY High School regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement.

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.

The Network will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**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.

²**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

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.
 - N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - N/A

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;
 - N/A

 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - N/A

 - c. Minimize removing children from the regular classroom during regular school hours;
 - N/A

4. Coordinate with and support the regular educational program;
 - N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Restructuring (Advanced)
 - Comprehensive **SURR PHASE / GROUP (IF 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.
 - The school has modified the NCLB restructuring plan because the Department of Education began phasing out the school in 2007. The school will graduate its final class in this June. In order to meet the needs of the students, the school is carefully monitoring students progress towards graduation of the remaining cohort with an emphasis on credit accumulation and successful completion of Regents Examinations.

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.
 - ELA – Focused interventions that will be implemented to increase the success of students in ELA include focusing on literacy skills. All English classes will be utilizing Achieve 3000, to improve reading comprehension at a student's appropriate level and pace. For classes preparing for the ELA Regents, the Kaplan's Writing Series will be utilized, as well as Kaplan's Regents Advantage to prepare students to take the ELA Regents. AIS will be offered before, during and after school.

Math –Students who have not yet passed the Integrated Algebra Regents will also be programmed for a class designed to assist them in being successful in the Integrated Algebra Regents. AIS will be offered before, during and after school to assist passing all math Regents exams.

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.

□

The Title I funds will be used to partially fund the Assistant Principal who will be providing professional development every Wednesday afternoon to the faculty. A portion will be allocated to allow staff to attend professional development sessions that are offered by outside agencies.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

0

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

AIS/SES

Academic/Emotional support

Parental Involvement/ Contact

Ongoing follow-up

College Prep

Monitoring of attendance

Referrals to outside agencies when necessary

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_23K645_110110-192112.doc

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 403	District 23	School Number 645	School Name EBC/ENY HS
Principal Beverly J. Faison		Assistant Principal Sharon L. Santana	
Coach type here		Coach type here	
Teacher/Subject Area Sabrina Santiago/ ELA		Guidance Counselor type here	
Teacher/Subject Area Corinne Sparman/ ELA		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Clinton Smith	
Related Service Provider type here		Other type here	
Network Leader Marisol Bradbury		Other type here	

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	0	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	2

C. School Demographics

Total Number of Students in School	89	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	7.87%
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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.

EBC is a phasing out school and has not accepted admitted new students to the school, whether previously in a DOE school or not, for the last 3 years. Our last class will be graduating this June 2011. Existing students came from the middle schools in the DOE, and therefore, we do not administer the Home Language Survey or the LAB-R. If for any reason, a student new to the NYC DOE is accepted, we would have the parent complete the home language survey and administer the Lab-R.

The identification process for previously enrolled students is determined by the NYSESLAT results. All students who as a result of this assessment, fall into the category of Beginner, Intermediate and Advanced Language Learners continue to receive services during the current school year. In September, students receive entitlement letters informing parents of the results-both for students who have passed and those who continue to need language support. Furthermore, we use the NYSESLAT data to determine the strengths and weaknesses among the modalities of language and gives us a baseline of what kind of instruction needs to take place in order to promote proficiency in English. After a year of language services, students development in proficiency will once again be assessed in the spring with the NYSESLAT exam.

At the commencement of the school year, parents of ELL's are invited to a special meeting. At this event, parents receive information on the ESL program offered at the school, i.e. ESL Freestanding and our academic expectations, State Standards and Assessments. Parents are also informed of the other choices they have for their children, i.e. Transitional Bilingual and Dual Language. (Students historically have come to us from an ESL program in their middle school.) We provided them with their child's performance on the NYSESLAT to assist them in understanding the areas of strengths and challenges. In addition, throughout the school year, parents are invited to attend the school's Parent Teacher Conferences and other parent meetings to discuss their child's progress. At these meetings, Spanish speaking parents are provided with a translator in order to communicate effectively with the teachers. Communication is on going-process in multiple languages via letters and phone calls.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	2	2	3	7
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										0	2	2	3	7
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	4	4	6	14

B. ELL Years of Service and Programs

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

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7
Total	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	7

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

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
French														0
Korean														0
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		
	EL L	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									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	2	2	3	7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	2	3	7									

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.

Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. There are a total of 7 students this year. Our students come from exclusively-Spanish (speaking backgrounds. More than half of our ELLs have been receiving services for more than 6years which points to literacy issues perhaps as a greater factor.

At EBC/ENY HS this year we follow pull-out model and adhere to all CR Part 154 mandates. ELL's spend most of their day in all-English subject matter classes and are brought together from various classes for English acquisition focused instruction. The scheduling of students depends on their proficiency levels. Students are placed in groups of mixed proficiency levels. Due to the small staff as a result of the phase-out, we only have a few ELL students so students are participating in the pull-out model and are in ungraded and heterogeneous groups. The number of instructional minutes students receive are calculated by their proficiency levels determined NYSESLAT exams.

Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction.

Students receive both language and content instruction. In the beginning, NYSESLAT results are used to determine the linguistic needs of the students. In addition, New York State ELA Standards, New York State ESL standards, and grade level curriculum are used to provide a framework for content instruction. ESL lesson plans and learning experiences are aligned with these standards and expectations at each grade level; therefore Language Arts, Science and Social Studies are covered in our ESL periods, and are the vehicle for instruction because it is an optimal recipe for language development: standards, goals, multidimensional assessment and flexible grouping. Content lessons are based on grade-level curriculum and language instruction is centered around linguistic demands/functions of a topic. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc.). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. A variety of assessments are used to track progress and drive instruction. We use data from NYSESLAT well as informal assessments-running records, conference notes, and portfolios. Parents receive a progress report explaining the students' goals and steps we are taking to meet those goals. They are encouraged to comment and help support the learning of their child-providing a bridge between home and school.

Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons, and are exposed to grade level content, regardless of their proficiency level. We accomplish this by differentiating instruction based on proficiency level and needs.

Materials are chosen from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy or print material in their own language. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

Since content instruction is aligned to grade expectations, they are learning the information need to take the state Math, Science, and Social Studies exams. Regents exams are ordered and offered in the students' native language.

These students will also continue to develop and enhance their Aural/Oral language development by learning more advanced ways to use the linguistic functions. They will continue to give their opinions, compare and contrast, give directions, etc. in both social and academic conversations as a way of using new vocabulary and experimenting with the English language. They will be provided with some scaffolds, but will rely mostly on modeling from the teacher and text rich in language. They will be asked to reflect on the language and encouraged to attempt using it in their own speech and writing. Working in pairs and groups will allow students to learn and model language for each other as well.

Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ELA teachers to ensure that they continue to develop their English proficiency. Professional development for the teachers will provide strategies to continue developing all modalities of language. Periodic assessments, state exams, and teacher observations will be used to track and monitor progress. Students who have transitioned into the mainstreamed classroom will also be given an opportunity to receive time-and-a-half on state exams. These students will be given modifications as needed.

We have 2 students who are in a SETTS class. These students receive additional assistance from a Special Education teacher using the push-in SETTS model. The Special Education teacher pushes into the ELA class to provide further assistance to those students who have learning disabilities. During classroom instruction, the ESL and classroom teacher co-teach using Special Education and ESL methodologies. When it comes time for group work, the ESL teacher completes the task with her students, encouraging students to use all modalities of language-speaking, listening, reading, and writing.

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

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?

Most of the intervention services occur within the school day. Our Advanced make up a majority of our ESL population. Although our students are classified as ESL, it is believed since the majority of our students have been receiving services for greater than 6 years, we have determined that literacy issues play a large role for these students, more so than the language barrier as many have been in this country their entire school careers. They all need support in literacy skills, in particularly decoding, and basic comprehension skills. Our morning sessions (37 1/2 minutes) is used as additional time to assist these student in small groups and individual tutoring to provide additional opportunities for reading comprehension. se to questions as well as assistance with their subject matter classes.

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)?

NA

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.

Professional development activities will identify strategies to assist teachers to incorporate planning their lessons to take into account the needs of our LEP population. Strategies for differentiation of instruction will be delineated which are specifically geared towards working with students who are not yet proficient in the English language, in speaking, reading and writing so they will be able to learn the subject matter being presented.. This training will take place during several sessions of our weekly professional time on Wednesday afternoons.

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?

At the commencement of the school year, parents of ELL's are invited to a special meeting. At this event, parents receive information on the ESL program offered at the school, i.e ESL Freestanding and our academic expectations, State Standards and Assessments. We provided them with their child's performance on the NYSESLAT to assist them in understanding the areas of strengths and challenges.

In addition, throughout the school year, parents are invited to attend the school's Parent Teacher Conferences and other parent meetings to discuss their child's progress. At these meetings, Spanish speaking parents are provided with a translator in order to communicate effectively with the teachers. Communication is on going-process in multiple languages via letters and phone calls.

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	0
Intermediate(I)										0	2	2	1	5
Advanced (A)										0	0	0	2	2
Total	0	0	0	0	0	0	0	0	0	0	2	2	3	7

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		1	
Math <u>Algebra</u>	7		5	
Math <u>Geometry</u>	1		1	
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	6		2	
Physics				
Global History and Geography	6		2	
US History and Government	4		1	
Foreign Language	5		5	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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								

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

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	EBC/ENY High School for Public Safety & Law					
District:	23	DBN:	23K645	School		332300011645

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		71.1	73.2	71.6
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	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	39	17	6				
Grade 10	121	33	7				
Grade 11	69	63	11				
Grade 12	83	84	66				
Ungraded	0	0	0				
Total	312	197	90				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	96.3	97.1	99.4

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	66.3	61.8	64.1

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	5	9	1

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	6	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	19	11	6	Principal Suspensions	18	40	21
# in Collaborative Team Teaching (CTT) Classes	1	0	0	Superintendent Suspensions	73	33	10
Number all others	29	22	12				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	32	23	18
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	9	7
# receiving ESL services only	21	16	TBD	Number of Educational Paraprofessionals	1	1	3
# ELLs with IEPs	0	5	TBD				

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

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
	40	27	54	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	47.1	66.7	61.1
				% more than 5 years teaching anywhere	55.9	79.2	88.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	79.0	94.4
American Indian or Alaska Native	1.3	1.5	2.2	% core classes taught by "highly qualified" teachers	98.3	88.0	92.7
Black or African American	55.1	52.8	53.3				
Hispanic or Latino	41.7	42.1	38.9				
Asian or Native Hawaiian/Other Pacific	1.0	1.5	3.3				
White	0.3	1.0	2.2				
Male	45.5	43.7	51.1				
Female	54.5	56.3	48.9				

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,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good	Improvement	Corrective Action	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						v

Individual Subject/Area AYP Outcomes:

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

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				X	v	v	58
Ethnicity							

American Indian or Alaska Native						
Black or African American				X	v	
Hispanic or Latino				vsh	v	
Asian or Native Hawaiian/Other Pacific Islander						-
White						
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	v	
Student groups making				1	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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