



EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: EAST NEW YORK MIDDLE SCHOOL OF
EXCELLENCE**

ADDRESS: 605 SHEPHERD AVENUE

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MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900010678 **SCHOOL NAME:** EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE

SCHOOL ADDRESS: 605 SHEPHERD AVENUE, BROOKLYN, NY, 11208

SCHOOL TELEPHONE: 718-257-4061 **FAX:** 718-257-4738

SCHOOL CONTACT PERSON: Rose Anne Gonzalez **EMAIL ADDRESS:** RGonzalez2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kiersten Ward

PRINCIPAL: Rose Anne Gonzalez

UFT CHAPTER LEADER: Kim Smith

PARENTS' ASSOCIATION PRESIDENT: Leslie Thomas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 302 - Believe in Children

NETWORK LEADER: Roz German

SUPERINTENDENT: Rose-marie Mills

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/ronlyres/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
Rose Anne Gonzalez	Principal	Electronic Signature Approved.
shiteema dozier	UFT Member	Electronic Signature Approved.
kiersten ward	Admin/CSA	Electronic Signature Approved.
Neomi Cotto	Parent	Electronic Signature Approved.
laura franqui	Parent	Electronic Signature Approved.
lesley thomas	Parent	Electronic Signature Approved.
veda dorsey	DC 37 Representative	Electronic Signature Approved.
virgen lopez	Parent	Electronic Signature Approved.
nijema rivera	Parent	Electronic Signature Approved.
Kim Smith	UFT Chapter Leader	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.

Leadership skills, encourage them to be **Empathic** citizens, **Achieve** in all areas of their lives, be **Resourceful** and remember there are **No** excuses for not succeeding. Our goal is to create globally competitive citizens who are empowered to help affect change within both their school and their surrounding communities. We are committed to the vision that "*No child at ENYMSE will fall through the cracks.*"

Success without excuses! At East New York Middle School of Excellence (ENYMSE) we are committed to creating and maintaining positive relationships with our students, staff, parents and community members. Our commitment stems from our belief that all adolescents need multiple support systems to realize their dreams through academic success. We consider it our privilege and responsibility to aid our students through their journey of self-discovery.

The success of ENYMSE lies in the social, emotional and academic achievement of our student body. At ENYMSE we know, understand and are dedicated to building self-awareness, self-esteem, confidence and the leadership capabilities of our students with structured programs that will inspire them to take responsibility for their actions in all aspects of their lives.

Duty, Responsibility and Empowerment are the cornerstones of ENYMSE. We exist to advance the field of adolescent instruction by providing a world-class education that will motivate, excite and uplift not only the students and staff of ENYMSE but also the community we serve.

Description

We are located in PS 72 in East New York, Brooklyn. ENYMSE shares the building with 3 other schools, P.S. 4, I.S. 72, and P.S. 677. This year we have 8 classrooms, 8 cubicles and two offices on half of the third floor. The four schools share the library, gymnasium, outdoor yard and cafeteria. ENYMSE focuses on the individual as a whole. We address student social and emotional growth and character development through our daily Advisory program. Student special skills and talents are explored and nurtured in Enrichment Clusters each week and ISAP (Individual Student Action Planning) gives students an opportunity to focus on individual areas of academic need. At East New York Middle School of Excellence every student is given the tools and opportunities to feel successful no matter what challenges they face.

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:		EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE								
District:		19	DBN #:		19K678	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 checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input 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					TBD	
Kindergarten				0						
Grade 1				0	Student Stability - % of Enrollment:					
Grade 2				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3				0					TBD	
Grade 4				0						
Grade 5				0	Poverty Rate - % of Enrollment:					
Grade 6				84	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7				0					91.5	
Grade 8				0						
Grade 9				0	Students in Temporary Housing - Total Number:					
Grade 10				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11				0					TBD	
Grade 12				0						
Ungraded				0	Recent Immigrants - Total Number:					
Total				84	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
									0	
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				8	Principal Suspensions				TBD	
# in Collaborative Team Teaching (CTT) Classes				7	Superintendent Suspensions				TBD	
Number all others				5						
<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	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants				0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants				0	
# in Transitional Bilingual Classes				0						

# in Dual Lang. Programs			0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only			4	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs			3	Number of Teachers			TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			TBD
				Number of Educational Paraprofessionals			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
			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			TBD
American Indian or Alaska Native			0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD
Black or African American			60.7				
Hispanic or Latino			38.1				
Asian or Native Hawaiian/Other Pacific Isl.			1.2				
White			0				
Multi-racial							
Male			46.4				
Female			53.6				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input 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		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
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							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade				Overall Evaluation:			
Overall Score				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit				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?

Achievements and Accomplishments

- 100% of our students are participating in Academic Intervention programs that target their individual student needs.
- ENYMSE teachers utilize data obtained from ARIS and ACUITY to create meaningful learning goals and academic instruction for their students.
- School attendance for the year is 93.4%.
- Relative to our peer horizon; academic expectations are at 70%, Communication is at 81.1%, Engagement is at 82.6%, Safety and Respect is at 86.4%.
- ENYMSE has made exemplary proficiency gains in Lowest Third ELA and Mathematics.

At ENYMSE we are successfully implementing inquiry and project based learning developed through a school-wide Enrichment Model. Through this model we have:

- Accelerated students using differentiated methods to enhance learning in various content area classes as measured by data analysis and teacher observation.
- Increasing collaboration amongst ENYMSE staff to address student strengths and challenges.
- Creating positive student, teacher and parent interaction through web-based grading programs and an electronic Positive Behavioral Intervention system.
- Creating Town Hall assemblies to celebrate student and staff achievement.
- Creating Enrichment Showcases to present authentic products for an authentic audience.

The ENYMSE Inquiry Team is not only using data available from the State but is also developing its own systems to identify and provide immediate interventions for students. We are establishing an ongoing system of reviewing and analyzing data such as Advisory and content specific academic conferencing notes, observations and anecdotes, attendance reports and portfolios. Snapgrades progress reports and any other relevant data about the child are used to inform decisions about the effectiveness of our practices and programs.

We have also scheduled time for teachers to meet for common planning on grade level and in content groups. At these meetings protocols for looking at student work have become a systematic approach to using data to identify the needs of all students and to develop effective plans to address their needs. ENYMSE uses this practice as well as PPT meetings to identify at risk students and will continue to refine this process by identifying what further resources and supports the staff needs to totally integrate the systematic use of data to increase student outcomes.

The principal has brought greater focus to the gathering and analysis of data by providing exceptional

professional development opportunities to ensure that all staff is knowledgeable and involved in looking at and using data to inform instruction. An AUSSIE consultant has been employed two days a week to facilitate staff development in curriculum planning, benchmarking and portfolios.

Barriers To Success

- According to NYC Middle School Progress Report data, middle school students did not outperform most other middle school students citywide and in its peer horizon on middle school math and ELA assessments.
- According to NYC Middle School Progress Report data, middle school students did not outperform most other middle school students citywide and in its peer horizon on middle school math and Math assessments.
- Not enough Parent Involvement regarding support in their child's academic, social and emotional success.

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 <input type="checkbox"/> June 2011, 15% of all student subgroup will show improvement in ELA as measured by the New York State Assessment.	<input type="checkbox"/> Priority area for improved student performance based on PR or other metric.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, 10% of all student subgroup will show improvement in Math as measured by the New York State Assessment.	<input type="checkbox"/> Priority area for improved student performance based on PR or other metric.
<input type="checkbox"/> <input type="checkbox"/> By <input type="checkbox"/> June 2011, 20% of LEP subgroup will show improvement in Math as measured by the New York State Assessment.	<input type="checkbox"/> Priority area for improved student performance based on PR or other metric.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, 90% of all student subgroup will be engaged in an active partnership to promote learning.	<input type="checkbox"/> Improving parent involvement, safety and respect and academic expectations.
<input type="checkbox"/> <input type="checkbox"/> By <input type="checkbox"/> June 2011, 15% of the students with disabilities subgroup will show improvement in Math as measured by the New York State Assessment.	<input type="checkbox"/> Priority area for improved student performance based on PR and other metric.

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, 15% of all student subgroup will show improvement in ELA as measured by the New York State Assessment.</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>	<p><input type="checkbox"/> In addition to 371/2 minutes, ISAP, and after school programs; IEP students will monitor their academic progress using periodic assessments and checklists with the assistance of special education teachers. Students and teachers will use standards-based benchmark assessments which will be organized into student folders/ binders for teacher, parents and students to refer to throughout the school year during conferences and meetings to monitor individual progress.</p>
<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><input type="checkbox"/> Fair Student Funding - Contract for Excellence</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Student Portfolios • Diagnostic and Interim Classroom Assessments • Benchmarking/Student Action Plans • Extended Day • ACUITY Predictive Assessments

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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011, 10% of all student subgroup will show improvement in Math as measured by the New York State Assessment.
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>	<input type="checkbox"/> NYS Math scores from 2010 will be used to select and group students according to needs and abilities. Intervention will be given in 37 1/2 minutes, Individualized Student Action Planning (ISAP) periods, after school Math Institute and using accelerated math programs. Students will be pulled in small groups for specific skill reinforcement and individualized assignments and homework will be given to students using accelerated math. All staff members will be responsible for a 37 1/2 minutes and ISAP group.
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>	<input type="checkbox"/> Fair Student Funding - Contract for Excellence
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Student Portfolios • Diagnostic and Interim Classroom Assessments • Benchmarking/Student Action Plans • Extended Day

	<ul style="list-style-type: none"> • ACUIY Predictive Assessments
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> By <input type="checkbox"/> June 2011, 20% of LEP subgroup will show improvement in Math as measured by the New York State Assessment.
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>	<input type="checkbox"/> ELL students at ENYMSE will receive push-in and pull-out services from a part-time ESL teacher twice a week. Students will receive additional intervention during 371/2 minutes and ISAP periods. All ELL students will be grouped together in 6th and 7th grade CTT classrooms to provide additional adult supports and allow students to work in small groups during ESL push-in.
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>	<input type="checkbox"/> Fair Student Funding, - Contract for Excellence
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Student Portfolios Diagnostic and Interim Classroom Assessments Benchmarking/Student Action Plans Extended Day ACUIY Predictive Assessments

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Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011, 90% of all student subgroup will be engaged in an active partnership to promote learning.
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>	<input type="checkbox"/> ENYMSE advisory curriculum will include a school-home connection letter that will be sent to parents once a month to monitor student academic progress and improve communication between parents, teachers and students. Each month students will write about a project/skill/assignment they are proud of and a project/skill/assignment that parents can assist them with. Parents can monitor students academics and communicate with teachers by using the school-home connection forms, student planners, "good news" notes sent home by teachers and internet-based achievement tracking programs. The parent coordinator will use school messenger to notify parents of PTA meetings, Enrichment Cluster showcases and Parent-Teacher conferences.
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>	Title 1 ARRA, Title 1 SWP, Fair Student Funding and Tax Levy

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Increased parent involvement Reduction in occurrences High attendance percentage
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> By <input type="checkbox"/> June 2011, 15% of the students with disabilities subgroup will show improvement in Math as measured by the New York State Assessment.
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>	<input type="checkbox"/> All IEP students will be given additional interventions throughout the school day. They will be expected to attend 37.5 minutes of instruction three days a week. In addition to ISAP and after school courses we will use periodic assessments to monitor their progress. Students and teachers will use standards-based benchmarking assessments so that every student will have an opportunity to explore coursework that they may need additional help with. All of this data will be organized in binders to share with parents throughout the year.
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>	<input type="checkbox"/> Fair student funding, Contract for Excellence, Title I
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Student Portfolios Diagnostic and Interim Classroom Assessments Benchmarking/Student Action Plans Extended Day

ACUITY Predictive Assessments

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 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	69	69	69	69	10	2		
7	75	75	75	75	10	1		
8								
9								
10								
11								
12								

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> 37.5 minutes of small group instruction with a 10:1 ratio for students who scored in the lowest 1/3 on standardized exams ELA Institute for students after school 1.5 hours twice a week for students on the cusp between a level 2 and a level based on their NYS test scores At risk pull out once daily for students having difficulty in their classwork Wilson Language is offered to students who struggle with fluency and decoding. Differentiated Assignments One hour every week for Individualized Student Action Planning (ISAP) where students work in small groups on skills and strategies in ELA
Mathematics:	<input type="checkbox"/> 37.5 minutes of small group instruction with a 10:1 ratio for students who scored in the lowest 1/3 on standardized exams Math Institute for students after school 1.5 hours twice a week for students on the cusp between a level 2 and a level based on their NYS test scores At risk pull out once daily for students having difficulty in their classwork Unit Benchmarking and Individual Student Action Planning One hour every week for Individualized Student Action Planning (ISAP) where students work in small groups on skills and strategies in Math

Science:	<input type="checkbox"/> <input type="checkbox"/> Embedded in ISAP and Literature in the Content Areas Unit Benchmarking and Individual Student Action Planning Differentiated Assignments
Social Studies:	<input type="checkbox"/> <input type="checkbox"/> Embedded in ISAP and Literature in the Content Areas Unit Benchmarking and Individual Student Action Planning Differentiated Assignments
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> At risk small group instruction At risk guidance counseling
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <input type="checkbox"/> Evaluation of students referred by parents and /or administrator for evaluation for program placement. Crisis Intervention
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <input type="checkbox"/> Meets with parents to assist them in finding outside services for them and their families. Crisis intervention
At-risk Health-related Services:	<input type="checkbox"/> 504 accommodations, health paraprofessional

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)

6,7

Number of Students to be Served:

LEP 1

Non-LEP 134

Number of Teachers 1

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.

ENYMSE currently provides ESL instruction to 9 students as determined by scores and data provided by standardized testing namely the LAB-R exam administered at registration, and the NYSESLAT exam administered during the spring semester to evaluate growth and progress. Included in this ELL population are,

6th grade-7 students

7th grade-2 students.

Time allotted is as follows:

levels require 360 minutes per week or 8-45 minute blocks, and students receive such.

levels require 180 minutes per week or 4-45 minute blocks, and students receive such.

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.

Teachers are afforded opportunities to participate in professional development offered by the Department of Education, select universities in New York City, and by our ESL instructor throughout the school year. These may occur during and/or after the school day where a stipend may be offered. We also participate in the AUSSIE program where our designee provides for professional development support in English language acquisition as well.

Section III. Title III Budget

—

School: 19K678

BEDS Code: 331900010678

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	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<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. ENYMSE uses the information provided by families on the Home Language Survey to determine which translations are necessary. Currently we only have Spanish speaking families other than English. Staff members follow up with a phone call in Spanish to ensure that contact is made in their native language.
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. At the present time we only need Spanish speaking translations. These findings are reported to our community during staff, SLT and PTA meetings.

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.

Translations are done in house with the help of staff members, parents, DC 37 workers and phone calls home to translate written work.

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.

Spanish speaking staff is always available to translate in person.

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>.

The parent coordinator distributes the Parents Bill of Rights to every family. All important notices are translated during Open House and Orientation meetings.

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:	149,117	36,313	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,491		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,456	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14,912	*	

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.

not applicable

* 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.

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.

Title 1 Parent advisory council

School to parent compact

Dear Parent/Guardian,

As part of the goals and objectives of our School Leadership Team, we have developed a School to Parent Compact, which provides for increased parent involvement at East New York Middle School of Excellence in making decisions which affect the education of your child. Please read and review the School to Parent Compact and return the tear off to the main office addressed to PTA. If you have any concerns or suggestions for improvement or other information about our School to Parent

Compact, please feel free to make an appointment so see me. As always, your involvement and participation in our School Leadership Team meetings is welcome.

Thank you very much for your continued support and cooperation.

Sincerely,

Rose Anne Gonzalez, Principal

School Responsibilities

Reduced class size

Push-In and Pull Out Instruction

Teacher Per Session for extended day tutoring and instruction

Supplemental materials for the classroom

Professional Development

Parent Involvement

Parent Responsibilities

Encourage your child to attend school on time, wearing appropriate school dress code and prepared to learn

Volunteer and actively participate in parent-initiated involvement

Provide support and encouragement to your child's academic performance

Report Cards

Attend scheduled PTA, Title 1 Pac and School Leadership Team Meeting

Attend scheduled Parent Teacher Conferences

Request academic intervention services

Meet with teachers for academic progress

PLEASE DETACH, SIGN AND RETURN THIS TEAR-OFF TO YOUR CHILD'S TEACHER

_____ **I HAVE REVIEWED THE School to Parent Compact with my child and we have signed it.**

Date _____

Child's Name _____ Class _____

Parent's Signature _____

Principal's Signature _____

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.

-
- The school uses the following data sources for purposes of a comprehensive needs assessment of the entire school.
- ARIS
 - Progress Report
 - Periodic Assessments
 - Inquiry Team Diagnostics

- Teacher made assessments

2. Schoolwide reform strategies that:

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

We have increased the amount of learning time both in the morning with extended day opportunities and after school four days a week infusing technology and skill practice.

We are developing a rigorous curriculum adhering to the NYS Common Core Standards and providing students other ways to demonstrate proficiency in addition to the state exams such as portfolio design.

The creation of our ISAP (individualized student action planning) classes are one example of opportunities for students to work in small groups to focus on skills and strategies for ensure 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.

Two staff members were sent to study the teaching of Dr. Joseph Renzulli at Confratute. There they will learn the theory behind: gifted and talented instruction, compacting curriculum and enrichment clusters to turn key so that the staff is ensuring an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

Our advisory program addresses the social and emotional needs of historically underserved populations. We teach the students to resolve conflict creatively, create win-win situations, address character development and facilitate the importance of community service.

- 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.

We have a partnership with Girls Inc who will provide our students with a mentor and meet with them on Saturday afternoon throughout the school year.

We identify students who may need at risk counseling.

Each student has an advisor that they see every day that will conduct a comprehensive assessment of each student to help determine which high school may should they consider.

After school learning opportunities for additional support for reading and math.

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

3. Instruction by highly qualified staff.

All of our staff is highly qualified.

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

Ongoing professional development will focus on teacher identified professional growth, including goal setting, differentiated instruction, portfolio organization and the integration of the NYS Common Core Standards. We will be working with an AUSSIE consultant to support those teachers in meeting their professional goals. As an AUSSIE partner we are eligible to participate in AUSSIE workshops throughout the school year.

Dibner Consultant will be providing our teachers with the professional development to facilitate the advisory curriculum. Teachers will gain knowledge on how to build self esteem and promote positive character development and wise decision making.

Our CFN partners have provided us with onsite professional learning opportunities as well as out of school sessions. Their work with us has focused on Common Core Standards and Portfolio Development.

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

Open houses, group interviews and opportunities to spend the day and visit as well as teach help us to identify highly qualified teachers. The hiring committee is working closely with the teacher recruitment department at the Department of Education to identify highly qualified candidates.

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

We are funding a parent coordinator this year to ensure that we will increase parental involvement and offer health and wellness seminars, help with career placement and adult education.

We have invested in technology to reach out to families:

School Messenger- automatic phone calls to inform families of important information in both English and Spanish

Snapgrades- Electronic grading system providing families access to their student's progress

Electronic behavior system to track student behaviors and be able to report this information to families accurately.

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

Not applicable in middle school

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.

The teachers are encouraged to facilitate committees that will address academic achievement. The entire staff is encouraged to be an active member of the data inquiry team.

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.

Common planning and meetings about student achievement will prevent students from falling through the cracks. The data team will address student achievement.

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

not applicable at this time

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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	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)
IDEA	Federal	Yes			113,000	True	
Title I, Part A (Basic)	Federal	Yes			149,117	True	
Tax Levy	Federal	Yes			1,036,013	True	
Title I, Part A (ARRA)	Federal	Yes			36,313	True	
C4E	State	Yes			28,000	True	

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

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

APPENDIX 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.)
There are 4 students in temporary housing as per ATS.
2. Please describe the services you are planning to provide to the STH population. ENYMSE will provide students in temporary housing with a uniform, books, school supplies and money for trips.

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.

CEP RELATED ATTACHMENTS

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

File Name - 28_19K678_032111-171456.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 <i>type here</i>	District	School Number	School Name <i>type here</i>
Principal <i>type here</i>		Assistant Principal <i>type here</i>	
Coach <i>type here</i>		Coach <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Guidance Counselor <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent Coordinator <i>type here</i>	
Related Service Provider <i>type here</i>		Other <i>type here</i>	
Network Leader <i>type here</i>		Other <i>type here</i>	

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	<i>%</i>
------------------------------------	--	----------------------	--	---	----------

Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education

SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	
------	--	----------------------------------	--	-------------------------------	--

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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
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	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 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?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	EAST NEW YORK MIDDLE SCHOOL OF EXCELLENCE					
District:	19	DBN:	19K678	School		331900010678

DEMOGRAPHICS

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

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				93.4
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		84	69				
Grade 7		0	77				
Grade 8		0	0				
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		0	0				
Total		84	146				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
			97.4

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		91.5	95.2

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
			3

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

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		8	11	Principal Suspensions			3
# in Collaborative Team Teaching (CTT) Classes		7	20	Superintendent Suspensions			3
Number all others		5	9				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			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	TBD	Number of Teachers			6
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			2
# receiving ESL services only		4	TBD	Number of Educational Paraprofessionals			3
# ELLs with IEPs		3	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
			2	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			16.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			83.3
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			33.3
Black or African American		60.7	57.5				
Hispanic or Latino		38.1	39.7				
Asian or Native Hawaiian/Other Pacific		1.2	2.1				
White		0.0	0.7				
Male		46.4	47.9				
Female		53.6	52.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

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