



BARD HIGH SCHOOL EARLY COLLEGE II

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: BARD HIGH SCHOOL EARLY COLLEGE II
ADDRESS: 30-20 THOMSON AVENUE
TELEPHONE: 718-361-3133
FAX: 718-361-6742

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400011299 **SCHOOL NAME:** Bard High School Early College II

SCHOOL ADDRESS: 30-20 THOMSON AVENUE, QUEENS, NY, 11101

SCHOOL TELEPHONE: 718-361-3133 **FAX:** 718-361-6742

SCHOOL CONTACT PERSON: VALERI THOMSON **EMAIL ADDRESS:** VThomson@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Valeri Thomson

PRINCIPAL: VALERI THOMSON

UFT CHAPTER LEADER: Scott Neagle

PARENTS' ASSOCIATION PRESIDENT: Jan Clark

STUDENT REPRESENTATIVE:
(Required for high schools) Monica Burnett

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** CFN 107

NETWORK LEADER: Nancy Scala

SUPERINTENDENT: Juan Mendez

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
Valeri Thomson	Principal	
Diane Plummer	Member	Comments: All SLT members looked at a draft of goals and action plans. Diane gave permission to override her electronic signature, but will review document in the future
Scott Neagle	UFT Member	Comments: Scott indicated that he would continue to review the document throughout the year, but gave permission for me to electronically override his signature on the day the CEP was due.
Sue Eichler	Admin/CSA	Comments: All SLT members looked at a draft of goals and action plans. Sue gave permission to override her electronic signature, but will review document in the future
Lauren Billings	Title I Parent Representative	Comments: Lauren indicated that she would review the document at a later date and gave permission for me to override her signature this evening when the draft is due.
June Morrison Jones	UFT Member	Comments: All SLT members looked at a draft of goals and action plans.

		June could not be reached the day that it was due to ask for the electronic signature, but I will send an email
Meng Ping Tu	UFT Member	Comments: All SLT members looked at a draft of goals and action plans. I could not reach Meng Ping on the day that it was completed to ask for signature, but will do so in the near future.
Felicha Daley	Title I Parent Representative	Comments: All SLT members looked at a draft of goals and action plans. Felicha Daley gave permission to override her electronic signature, but will review document in the future
Jan Clark	Title I Parent Representative	Comments: I was not able to reach Jan Clark the day that the CEP was due by phone, but I will send an email with instructions for reviewing the CEP. These were handed out at the last meeting, but the password and username email was not sent.
Moya Willis	Student Representative	Comments: Moya was unable to attend the most recent SLT meeting because she and Monica were meeting with a faculty member. I will email instructions for how to review the CEP electronically so that we can review at the next meeting.
Monica Burnett	Student Representative	Comments: Monica was unable to attend the most recent SLT meeting because she and Moya were meeting with a faculty member. I will email instructions for how to review the CEP electronically so that we can review at the next meeting.

Robin Burnett	Title I Parent Representative	
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* 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.

□

The mission of Bard High School Early College is to provide bright, highly motivated students of high school age the challenge of a rigorous course of study that emphasizes thinking through writing, discussion, and inquiry. Following the established premise that high school age students are young adults whose ambition to learn must be taken seriously, BHSEC enables students to begin college upon completing the 9th and 10th grades and to make a seamless transition to four year colleges after completing the NYS high school regents' diploma and Bard College Associate's Degree, tuition free.

Love of learning dominates the culture of BHSEC. Our rigorous curriculum allows students to fulfill all of the regents' requirements through an engaging and demanding college level education. Mastery of subjects at BHSEC is demonstrated not by standardized test scores, but by reasoned analysis and making thoughtful and well-supported cases for ones' views. 95% of graduates successfully move on to a four-year college.

Students from different backgrounds who have a strong record of academic excellence and diverse interests will benefit from BHSEC seminar classes that emphasize discussion and writing as tools for gaining understanding. Using primary source materials and experimental data for research, students will become equipped with the analytical skills needed to pursue their intellectual and artistic passions.

Enrollment at BHSEC Queens includes a select group of 528 students, diverse in ethnic and economic background, in interests, and in prior school experiences. In our second year of operation, we have 136 students enrolled in our 9th grade, 156 in our 10th grade, and 181 and 57 in the first two years of college. The ideal class size that the school hopes to maintain is 20 students per teacher. Admission is based on a transcript review, writing sample, math assessment, and interview. Successful applicants will typically have a grade average of at least an 85. Qualified applicants will be offered an interview to determine eligibility for admission.

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:	Bard High School Early College II								
District:	24	DBN #:	24Q299	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			97.1	TBD		
Kindergarten		0	0						
Grade 1		0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3		0	0			99.60	TBD		
Grade 4		0	0						
Grade 5		0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7		0	0			55.7	55.9		
Grade 8		0	0						
Grade 9		201	147	Students in Temporary Housing - Total Number:					
Grade 10		0	200	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11		56	59			8	TBD		
Grade 12		0	50						
Ungraded		0	0	Recent Immigrants - Total Number:					
Total		257	456	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
						0	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		0	0	Principal Suspensions		1	TBD		
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions		0	TBD		
Number all others		0	0						
<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: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		328	0		

# in Transitional Bilingual Classes		0	0				
# in Dual Lang. Programs		0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only		0	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		0	0	Number of Teachers		15	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		5	TBD
				Number of Educational Paraprofessionals		0	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
		0	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		13.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		93	TBD
American Indian or Alaska Native		0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		98.3	TBD
Black or African American		19.5	19.7				
Hispanic or Latino		22.6	24.8				
Asian or Native Hawaiian/Other Pacific Isl.		24.1	25				
White		21	23.9				
Multi-racial							
Male		35.8	35.5				
Female		64.2	64.5				
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 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 checked="" 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:		Y	
Math:				Math:		Y	
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				6	6		

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?

We are very proud of our students' performance. On our latest state report card, we were nearly perfect, scoring a performance index of 200 and making AYP in every measurable category. On our first official report card, we received a grade of A, which is quite an accomplishment given that we achieved this level of performance while also building a unique early college program that doesn't primarily focus on Regents' exams or credit accumulation. While most other schools in our network have seen their attendance decrease, ours has remained high, at a consistent 97%. Also, for students entering our school in 9th grade, their attendance here at BHSECQ is on average higher than it was at their middle schools, which is notable because typically students' attendance drops in high school. Credit accumulation at our school is also excellent, with 100% of our students in the lowest third earning 10+ credits in their 1st and 3rd years here. Our Regents' pass rates are good, especially in English and math. However, one challenge that we face is our students' performance on science and social studies Regents'. Performance on science Regents' is an area that we are focusing on particularly, due to our very low performance in this area. After two years of focusing on 9th grade science classes in school inquiry, this year we implemented a new science curriculum as a result of this work. We are also identifying students who may need extra support with the math necessary to be successful in science and programming these students for an additional half-credit Math Review class. We expect to see a major improvement in our science Regents' performance this year.

Another area in which we need to improve is the performance of our black male students. This group has consistently performed at a lower level than the student body as a whole, even after controlling for middle school deficiencies. This has been another focus of school inquiry, and we have tried to target the problem by working with individual students, but this has not reversed the trend. We are trying new strategies this year, working with the Association of Black Educators of New York, to engage our black male students better and improve their performance in English, math, and science.

One of our greatest accomplishments is the performance of our Hispanic students. Early on in our school we identified native Spanish speakers and programmed these students for a special Heritage Spanish class taught by a Doctor of Hispanic Literature. When they entered our school, this group of students had performed at a lower level in middle school than our student body as a whole. However, this class allowed these students to connect with their culture in a meaningful, rigorous, academic way, and in turn improved their performance across the board. This group has improved faster than any other group in the school and, although they were initially one of the weakest groups in the school academically, they are now one of the strongest.

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"/> To assure that students completing our early college program move on seamlessly to appropriate further higher education in pursuit of their individual life and career goals; to prepare students in their penultimate year at BHSEC Queens to undertake the college application process; to support them effectively throughout that process and in evaluating their options; to have at least 90% of our graduating students enroll in post-secondary education programs.	<input type="checkbox"/> Provide support for the college application process.
<input type="checkbox"/> By January 2011, our Learning Center, will provide one-on-one tutoring and small group instruction across all disciplines to support students who could benefit from extra help in courses, during times when students are available for extra help. Faculty across every division will provide support for students. The opportunities will be well advertised so that the whole community, including parents, students, faculty and staff, is aware of how, when, and where students can get assistance in any discipline. The Learning Center will accurately track student attendance and participation, using an on-line sign-in system, and will correlate that data with information about students’ performance in their courses in order to determine how effective the Learning Center is in helping students build confidence and the ability to meet and/or exceed course demands effectively.	<input type="checkbox"/> To provide academic support outside of the classroom in all disciplines.
<input type="checkbox"/> Students at Bard High School Early College Queens will complete a high school science sequence in 2 years, beginning with one semester of rigorous Introduction to Scientific Methods (S1) followed, in any order, by one semester each of Biology, Chemistry and Physics. One full year of laboratory science is required in the early college program, and entering Y1 students should be well equipped to choose and succeed in a course in any of the three science disciplines based on their exposure to those various disciplines in the first two years. To this end, S1 students should be <ul style="list-style-type: none"> ● developing skill in reading scientific writing ● learning the nuances of measurement, precision and uncertainty ● estimating quantities and orders of magnitude ● using scientific notation with awareness of significant figures in the metric 	<input type="checkbox"/> Develop a science curriculum that allows students to gain a strong foundation in all sciences during the first two years at BHSEC Queens.

<p>system</p> <ul style="list-style-type: none"> ● understanding basic statistical methods in science ● reading graphs and figures ● generating effective graphs and figures from data ● writing a procedure for a laboratory experiment ● writing a Discussion section for a lab report ● understanding the elements of good experimental design ● framing a hypothesis ● analyzing data to determine what, if any, conclusion can be drawn from them 	
<p><input type="checkbox"/> To maintain our high student attendance record and to decrease student lateness to school that can negatively affect student achievement.</p>	<p><input type="checkbox"/> Monitor attendance and lateness and have procedures in place to maintain low absence and lateness rates.</p>

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

College Transfer Office

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To assure that students completing our early college program move on seamlessly to appropriate further higher education in pursuit of their individual life and career goals; to prepare students in their penultimate year at BHSEC Queens to undertake the college application process; to support them effectively throughout that process and in evaluating their options; to have at least 90% of our graduating students enroll in post-secondary education programs.</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"/></p> <p>Further develop the College Transfer Office for our school. We will fund a full-time Associate Director position and provide office space for a Director of the College Transfer Program to visit weekly.</p> <p>We will create a College Transfer Advising Office, complete with computer access, college books, information about scholarships and space for college information sessions.</p> <p>We will invite admissions officers from a wide variety of colleges to visit the school.</p> <p>We will increase the extent to which admissions deans and staff understand and appreciate the Early College model as it is run at BHSEC.</p> <p>We will run an advisory program from Spring of Y1 until graduation (3 semester's total) to support students in the college application process.</p> <p>We will successfully recruit and train at least eight faculty and guidance staff to run College Advisory Meetings on a weekly basis.</p> <p>Increase the amount of CTO information provided to students and families via the internet.</p> <p>In the fall, Y2 students and their parents will work with their College Advisors and the Associate Director to complete their lists, applications and apply for financial aid. A Family information night will be held in addition to a local college tour for students.</p> <p>In the spring semester, Year 1 college students at BHSEC Queens and their parents will begin learning about the college application process. Family information sessions will be</p>

	<p>held, students will begin working with the college transfer office staff on their college essays, and students will be given an opportunity to go on college tours.</p>
<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><input type="checkbox"/></p> <ul style="list-style-type: none"> • We have raised non-DOE funds through Bard College to support the salary (\$54,000) for the Associate Director of College Transfer. • We have raised non-DOE funds through Bard College to support a fraction of the salary for the Director of College Transfer (\$5,000) • We have raised non-DOE through Bard College OTPS funds dedicated to college visits, printing, books, and fee waivers (\$8000) • We have set aside DOE-FSF OTPS-transportation of pupils for a College Tour trip open to all students in their 3rd year to provide transportation to a 4-day tour of colleges in the north east.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Successful hiring and retention of the AD CTO staff person Successful creation of a functioning and lively Queens CTO office with frequent student and staff use – documented through sign in sheets and meeting notes. Over 40 schools will visit BHSEC Queens in the fall. Documented through the Online Calendar. The AD CTO staff person will work with the Director to attend at least five professional development and networking events on behalf of both BHSEC's with an emphasis on BSHEC Queens. We will organize a Spring BHSEC college fair to be held at the Queens Campus and to include a panel discussion of the BHSEC model. Beginning development of an 'on-boarding strategy' for new CTO advisors and a curriculum for the each weekly advisory meeting An online calendar and College Transfer Office 'Blog' will be maintained and updated to help inform both parents and students of the dates for college visits, scholarships, opportunities and deadlines. Documented 'draft' and final versions of college lists and essays will be edited by college advisors. Increased attendance at Y2 CTO Parent Night Consistent Attendance at Simon's Rock trip for Y1 students</p>

	<p>Proof of 95% college application submission rate and 90% acceptance rate on our online database, Daedelus.</p> <p><input type="checkbox"/></p>
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**Subject Area
(where relevant) :**

Learning Center

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By January 2011, our Learning Center, will provide one-on-one tutoring and small group instruction across all disciplines to support students who could benefit from extra help in courses, during times when students are available for extra help. Faculty across every division will provide support for students. The opportunities will be well advertised so that the whole community, including parents, students, faculty and staff, is aware of how, when, and where students can get assistance in any discipline. The Learning Center will accurately track student attendance and participation, using an on-line sign-in system, and will correlate that data with information about students' performance in their courses in order to determine how effective the Learning Center is in helping students build confidence and the ability to meet and/or exceed course demands effectively.</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>	<p><input type="checkbox"/> Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Two faculty members will be given a course reduction to serve as Learning Center Coordinators, working with the librarian to help design and coordinate the daily functioning of the Learning Center. They will create and widely distribute (to a schedule showing when tutoring is available. They will ensure that a variety of times are available in every core subject, coordinated with times that students are available.</p> <p>The Learning Center Coordinators will work with guidance counselors, advisors, and parents to identify students in need of tutoring and to make sure that they are attending regularly.</p> <p>They will support tutors in accurately documenting their tutoring sessions using an easy-to-use digital sign-in.</p>

	<p>This will be done at the end of the first quarter to build a base line, then again at mid-year, three quarters of the way through the year, and at year end.</p>
<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><input type="checkbox"/></p> <ul style="list-style-type: none"> • We have raised non-DOE funds through Bard College to cover the salary of the Director of the Learning Center, Bushra Rehman (\$52,000) • We have reduced the teaching load of one of our faculty members, Scott Neagle, who is tracking the usage and success of the Learning center and therefore we have a portion of his salary (\$10,290) is paid for by our DOE Contract for Excellence funding. • We have one of our faculty members, Kristy McMorris, on an alternate schedule so that she can open the Learning Center at 8:00 two mornings per week and we therefore have a portion of her salary (\$6,860) paid for by our DOE Contract for Excellence funding. • We have set aside DOE Fair Student Funding OTPS monies for supplies and text required by the learning center (\$1000)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>A Learning Center schedule will be created in order to provide students with access to academic support every day before, during, and after school. The hours will be posted throughout the school, and will be emailed to faculty members, and will be announced to all students in advisory.</p> <p>By the end of November, all faculty and staff will be able to access the data indicating who has been attending the Learning Center and in which fields. Learning Center Coordinators will use GPAs, sign-in data, and anecdotal reports from teachers, guidance counselors, advisors, and parents to analyze the impact the Learning Center has on student achievement.</p> <p>This analysis will be done three times during the year so that changes in the implementation and structure of the plan can be made if we are not meeting our goals.</p>

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**Subject Area
(where relevant) :**

9th Grade Science Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ Students at Bard High School Early College Queens will complete a high school science sequence in 2 years, beginning with one semester of rigorous Introduction to Scientific Methods (S1) followed, in any order, by one semester each of Biology, Chemistry and Physics. One full year of laboratory science is required in the early college program, and entering Y1 students should be well equipped to choose and succeed in a course in any of the three science disciplines based on their exposure to those various disciplines in the first two years. To this end, S1 students should be</p> <ul style="list-style-type: none"> ● developing skill in reading scientific writing ● learning the nuances of measurement, precision and uncertainty ● estimating quantities and orders of magnitude ● using scientific notation with awareness of significant figures in the metric system ● understanding basic statistical methods in science ● reading graphs and figures ● generating effective graphs and figures from data
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	<ul style="list-style-type: none"> ● writing a procedure for a laboratory experiment ● writing a Discussion section for a lab report ● understanding the elements of good experimental design ● framing a hypothesis ● analyzing data to determine what, if any, conclusion can be drawn from them
<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>	<p><input type="checkbox"/> Describe your plan for meeting your goal, including staffing, scheduling, and funding. In monthly Science division meetings, the full faculty will discuss all science offerings. Consideration will be given to whether the Methods course is meeting anticipated needs for future study and the faculty will propose modifications to the curriculum to meet those needs if necessary.</p> <p>Faculty in each of the three science disciplines will develop a curriculum for the semester-long high school course in the field, collaborating with science colleagues about shared objectives for these courses</p> <p>Although the three semester disciplinary sequence can be completed in any order, S1 faculty will identify 9th grade students with weaker algebra skills and recommend that they wait to take Physics until 10th grade to allow more time to develop those skills.</p>
<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><input type="checkbox"/></p> <p><input type="checkbox"/> We have set aside funding for laboratory supplies from our DOE Fair Student Funding (\$2000) specifically for running laboratories associated with this new curriculum.</p> <p>We have allocated additional curriculum development funding for course development meetings (\$840) in our per session budget line.</p>

	<p>In addition, four of the five faculty members teaching in this course have a responsibility reduction, they are not primarily responsible for an advisory group. This provides additional time for course development and group planning.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> · By September 2010, we will have a full course plan for the S1 course that all faculty teaching it have accepted and approved · We will meet weekly to confer about the effectiveness of individual components of the course and to make adjustments where advisable · We will administer quizzes, tests and will collect labs and weekly homework to assess student mastery of the concepts outlined in our goal. Assignments will be geared towards specific goals in the list of goals, and tests will be item-analyzed to see each student's progression in different skill sets. · By January, 2011, we will have full course plans for each of the three semester long, discipline-specific courses that have been reviewed by teachers of the S1 course to assure that the required skills have been presented and mastered. · In June, 2011, we will undertake an analysis of the student grades in the semester-long courses, in comparison with their grades in S1, to show that mastery of the skills outlined in the goal does lead to success in subsequent science courses.

Subject Area
(where relevant) :

Attendance and Lateness

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/></p> <p>To maintain our high student attendance record and to decrease student lateness to school</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>that can negatively affect student achievement.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • We will alter the time of day when we take attendance from third period to the beginning of first period so that we can record lateness into the building in a way that is easily transferable to our Daedalus system. • Daily e-mails will be sent to all faculty and advisors, indicating which students were absent. • Monthly attendance reports will go home to families to inform parents and students about the number of times a student was late or absent. • Our attendance committee will meet biweekly to monitor and address attendance issues. • Committee will review the RCUA report in ATS and identify those students in need of intervention to reduce absences and lateness. • Meetings with guidance staff, advisors, students, and parents will take place for any student with excessive absences or lateness (3 or more in one week, or 5 or more in a month). • We will monitor our monthly percent attendance and lateness in ATS using DISA and DYSA reports and adjust our action plan if we are not meeting or exceeding our goal of greater than 95% attendance and less than 15% lateness.
<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><input type="checkbox"/></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><input type="checkbox"/></p> <p>We will look at the RPAR report each month to see if we are meeting our goals of greater than 95% attendance for the year from September through June and fewer than 15% lateness, a significant decrease from last year in which more than 20% of the students were late on a routine basis.</p>

	<input type="checkbox"/>
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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								
7								
8								
9		60	14		10			
10	9	18	16	6	15			
11	11	31	21	5	40			
12	3	7	7	2	10			

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"/> We have a Learning Center where students can access both faculty and peer writing tutors more than 15 periods per week and before and after school. Students in need of academic intervention services may be mandated to either meet with their English professors during office hours or regularly visit the Writing Center
Mathematics:	<input type="checkbox"/> We offer mathematics tutoring every day in the Learning Center from 3:30 pm - 4:30 pm, with both math faculty and peer tutors. This math help may take the form of either small-group instruction or on-on-one tutoring. Students in need of academic intervention services may be mandated to either meet with their Math professors during office hours or regularly get Math help after school.
Science:	<input type="checkbox"/> We offer Science tutoring as part of the Learning Center from 5 periods a week and after school. Both Science faculty and peer tutors are available for help. The Learning Center work with faculty takes the form of small-group instruction or one-on-one tutoring. Students in need of academic intervention services may be mandated to either meet with their Science professors during office hours or regularly get Science help after school. For students who failed a regents exam in the sciences, they work directly with professor Tu who is preparing them to pass the Living Environment regents. In addition, students who would like to improve their score on the Chemistry regents have an opportunity to sign up to work with our chemistry faculty for additional assistance.
Social Studies:	<input type="checkbox"/> For students who failed History Regents last year, the History department will: 1) set up a weekly after-school Regents tutorial in the Learning Center, and will rotate responsibility for holding sessions. They will focus on the structure of the test itself and strategies, as well as on the content. 2) put together a Regents help bookshelf in 706, and collect materials there. 3) hold students accountable through their teachers / guidance counselors / advisors to attend at least four sessions this semester: at least one on strategies for each section of the exam, and at least two that are content-specific. 4) provide them with review / prep books already in the school or purchase new ones if necessary. 5) offer a few intensive subject-specific review sessions in January, if any plan to take the test then. 6) revisit the plan in the spring, to identify

	<p>new students of concern, intensify tutoring, and talk about ways to prep students for the test. For all other students, the Writing Center can be helpful for History classes as well as ELA classes, and students can access one-on-one tutoring and peer tutoring there for any written assignments in History. Students can also visit their teachers during their individual office hours for help.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Students earning less than a 2.0 (C average) GPA are referred to guidance for AIS. Guidance counselors hold regular meetings with students to talk about organization, study skills, motivation, and to set academic goals. Guidance also refers students for academic, personal or emotional reasons. Guidance communicates with parents and teachers in order to give students and parents feedback about student progress. Teachers are also educated by guidance about warning signs that students may be in academic or emotional distress, and faculty makes guidance referrals as needed.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> We do not have a school psychologist in the building. If we need someone to conduct a psycho-educational evaluation or to help coordinate IEP meetings, we would contact the network.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> We do not have a school social worker.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Each year, we review the Health curriculum with the Health teacher to ensure that age appropriate topics are being covered such as HIV / AIDS and STI education, substance abuse, healthy relationships, and emotional health.</p>

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)

9,10,11,12

Number of Students to be Served:

LEP 4

Non-LEP N/A

Number of Teachers 0

Other Staff (Specify) 0

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.

The school does not have a language program to help LEP students.

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.

We have no staff specifically assigned to deliver instruction to LEP students

Section III. Title III Budget

—

School: 24Q299

BEDS Code: 342400011299

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"/>
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	500	<input type="checkbox"/> Bilingual books, books on tape,

Educational Software (Object Code 199)	500	<input type="checkbox"/> Books on tape, headphones
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	1000	

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.

Our schools' written translation and oral interpretation needs have been assessed through the following procedures:

1. Blue Card responses
2. Home Language Surveys
3. Guidance Councilor conversations with students asking for parent contact information and parent's preferred spoken language.
4. All blue card responses of preferred oral home language for parents has been entered into ATS by our Community Associate.

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.

Many of our parents are interested in receiving written information in English, but we have large populations of non-English speaking parents.

Parents in our school have requested translation and interpretation in the following languages:

Spanish, Polish, Bengali, Russian, Mandarin, Cantonese, Korean and Tagalog.

As student survey responses have been completed by Advisory, this information will be emailed out to the entire faculty and staff in an Excel file, so that all school members know what languages will be needed when contacting parents and guardians via telephone and through writing.

By mid-November, this information will be entirely entered into ATS, so that complete reports of family language preferences can be accessed through ATS as well.

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.

We have begun the following plans to ensure that all parents are able to participate in their child's education and be kept informed through writing in the language of their choice:

- A database of parent volunteers has been recruited who are willing to translate written documents (when appropriate) for other parents and guardians.
- Parent language preferences will be entered into ATS so that written communication from the Department of Education will reach them in their language.
- When DOE provided translation services and the parent database cannot be used, outside vendors will be hired to translate written communication to parents.

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.

- All faculty and staff have been made aware, via email, of the Department of Education over the phone translation service.
- A database of parent volunteers who are willing to provide interpretation services during large meetings (not individual and/or confidential meetings) has been compiled.
- Students will be surveyed for translation ability and interest during larger school functions

- When parent interpretation needs cannot be met through student, phone and parent volunteer services, outside vendors will be hired.

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>.

□

When translation and interpretation needs cannot be met through parent and student volunteers, or through free Department of Education services, we will use our translation budget to hire outside vendors for translation and interpretation.

By mid-November we will have a standard cover letter to attach to written communication home so that parents will know how to request translation when it is not initially provided by the school. This letter will be written by the Parent Coordinator, proofread by the Administration and translated by volunteers.

The Community Associate will attend a training by the Translation and Interpretation Unit, ideally before second semester, to learn about further resources that can be used to support the families in our school.

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:	\$169,071	11,942	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,691		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 8455	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,910	*	

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.

□

Title I Parent Involvement Policy

1. The Bard High School Early College Queens will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

2. Bard High School Early College Queens will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings. This meeting will be held in conjunction with a curriculum night at an SLT meeting.
 -
 - Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
 - Provide parents with the opportunity to meet with Title I funded guidance councilors and faculty to familiarize parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels.

- Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.

3. Bard High School Early College Queens will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- N/A

4. Bard High School Early College Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The evaluation will be conducted by members of the SLT. In Subsequent years, The SLT will issue a survey that will be completed by November. This first year of operation, we will complete the survey soon after the SLT has been established. The results will be reviewed at subsequent SLT and PTA meetings when parent comments will be solicited.

5. Bard High School Early College Queens will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. The State's academic content standards;

- ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.
- Evening workshops held in conjunction with PTA meetings.
- b. Bard High School Early College Queens will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Posting course outlines on line to familiarize parents with academic requirements.
 - Evening events conducted by teachers and other staff as well as community based organizations.
- c. Bard High School Early College Queens will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Workshops will be conducted in conjunction with regularly scheduled professional development.

- d. Bard High School Early College Queens will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Having the Parent Coordinator serve as a resource for contacting these activities.

Bard High School Early College Queens will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Translate all mailings as necessary.

Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.

This School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on particular dates. This year, the administration developed this plans with the intent to discuss it with the parents once the School Leadership Team has been established.

This policy will be adopted by Bard High School Early College Queens after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before the first parent teacher conferences in future years and soon after its adoption this year.

Principal's Signature: _____

Date: ____11/01/10_____

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.

□

Bard High School Early College Queens will:

- ▷ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - *Hire faculty with significant graduate training in their field of expertise.*
 - *Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff*
 - *Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs..*

- ▷ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - *Parent Teacher conferences will be held October and April.*

- ▷ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - *Each faculty member will prepare a written narrative for each student discussing progress in course and ways strategies for moving forward in the course. These narratives will be mailed home four times throughout the academic year along with the current grade in the course.*
 - *Attendance reports will be generated and mailed home for all students at the end of each month..*

- ▷ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - *Staff will be available for consultation at parent-teacher conferences and by appointment.*

- *Parent Coordinator will be available for consultation during school hours.*
- *An e-mail list containing all faculty and staff e-mails has been distributed.*

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

- *We invited parents to observe classes on two Open School Days in November.*
- *The PTA plans to send a letter out to all parents asking in what ways they might be able to contribute to the school.*

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.

□

We are very proud of our students' performance. On our latest state report card, we were nearly perfect, scoring a performance index of 200 and making AYP in every measurable category. On our first official report card, we received a grade of A, which is quite an accomplishment given that we achieved this level of performance while also building a unique early college program that doesn't primarily focus on Regents' exams or credit accumulation. While most other schools in our network have seen their attendance decrease, ours has remained high, at a consistent 97%. Also, for students entering our school in 9th grade, their attendance here at BHSECQ is on average higher than it was at their middle schools, which is notable because typically students' attendance drops in high school. Credit accumulation at our school is also excellent, with 100% of our students in the lowest third earning 10+ credits in their 1st and 3rd years here. Our Regents' pass rates are good, especially in English and math. However, one challenge that we face is our students' performance on science and social studies Regents'. Performance on science Regents' is an area that we are focusing on particularly, due to our very low performance in this area. After two years of focusing on 9th grade science classes in school inquiry, this year we implemented a new science curriculum as a result of this work. We are also identifying students who may need extra support with the math necessary to be successful in science and programming these students for an additional half-credit Math Review class. We expect to see a major improvement in our science Regents' performance this year.

Another area in which we need to improve is the performance of our black male students. This group has consistently performed at a lower level than the student body as a whole, even after controlling for middle school deficiencies. This has been another focus of school inquiry, and we have tried to target the problem by working with individual students, but this has not reversed the trend. We are trying new strategies this year, working with the Association of Black Educators of New York, to engage our black male students better and improve their performance in English, math, and science.

One of our greatest accomplishments is the performance of our Hispanic students. Early on in our school we identified native Spanish speakers and programmed these students for a special Heritage Spanish class taught by a Doctor of Hispanic Literature. When they entered our school, this group of students had performed at a lower level in middle school than our student body as a whole. However, this class allowed these students to connect with their culture in a meaningful, rigorous, academic way, and in turn improved their performance across the board. This group has improved faster than any other group in the school and, although they were initially one of the weakest groups in the school academically, they are now one of the strongest.

2. Schoolwide reform strategies that:

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

The primary effort for our school in terms of meeting State requirements for academic achievement is centered on our science curriculum. As an early college, we attempt to have all students pass the regents before they finish with the tenth grade. In both Chemistry and Physics we offered courses that were not geared towards the regents requirements in the 9th and 10th grades. Students who took our introductory courses which focused on in depth coverage of topics and sound basic underlying principals, overall did not perform well on the regents. We would like to be certain that all of our students pass the required science regents with an excellent understanding of the material.

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.

We have developed an alternative curriculum in which students will study all three science disciplines in the 9th and 10th grade. Students will be given opportunities to practice with the types of questions that will be seen on the Living Environment regents and will have opportunities during class and outside of class to meet with biology faculty to see how what they learned in class can be applied to the types of questions that will be asked on the regents exam.

o Help provide an enriched and accelerated curriculum.

By moving the three introductory courses to the two years of high school that we offer, students will be able to make informed decisions about the college courses they will be eligible for during their final two years at BHSECQ. All students will be able to choose from electives in Biology, Chemistry and Physics. We are using a curriculum for the Chemistry course that offers the introductory chemistry material using Organic Chemistry as a way to introduce the topics. Research suggests that this is a way to excite students about chemistry while providing a strong foundation in basic chemistry principals.

o Meet the educational needs of historically underserved populations.

We need to improve the performance of our black male students. This group has consistently performed at a lower third level compared with the student body as a whole, even after controlling for middle school deficiencies. We are working with the Association of Black Educators of New York, to engage our black male students better and improve their performance in English, math, and science.

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.

One eighth of the way through the semester we do a Red Flag account from all faculty so that we can identify students early on to see which students are struggling academically. These students then meet with our guidance counselors and/or their advisors to discuss steps they can take to help academically. These include protocols for time management, lesson on how to use an assignment planner effectively, and support for teaching them how to access the Learning Center and tutoring options on campus.

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

N/A

3. Instruction by highly qualified staff.

100% of our staff are 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.

We set aside \$9000 in our DOE budget and \$12,000 for professional development for our staff. Faculty can apply for professional development opportunities that are directly related to their discipline. In addition, we hold in house professional development to ask faculty to think about what strategies are most effective in the classroom. These in house PD sessions have built on the Instructional Rounds type of peer monitoring and mentoring.

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

We advertise for by posting our ads for positions in the same journals sites that are used by Bard College and indicate that the PhD is a requirement for most positions. We then ask all applicants to provide a personal anecdote that describes an event that helped to shape them as a teacher. We also ask that the top candidate submit a lesson plan for a 9th grade class, and then select the top from that pool to deliver a class. We do this because just having a PhD is no guarantee that you can speak to 14-year-olds. We look for the most well qualified faculty both in terms of credentials and innate ability to teach.

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

We have hired a Community Associate, Valerie Kaplan, who takes on many of the roles traditionally affiliated with a Parent Coordinator. She has developed a database with all of the parent emails and contact information, uses the School Messenger system as well as batch emails to reach our parents. Each week she writes a school news letter letting everyone know what is happening at the school.

Valerie and our Guidance counselors have a database of preferred home languages for all of our parents and utilize either the free phone translation service, one of our faculty members, or a paid translator to help with communications.

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.

We have developed a system in which each department lays out department and/or course goals. They then work together to develop a curriculum that meets the goals. They then use a assessment tool that they develop or they have taken from an outside source to determine if the goals are met. When the assessments analyzed faculty have a clear indication of whether their strategies have been effective in the ways they would like. They meet to discuss modifications of the plan an the curriculum based in part on the feedback from the assessment implemented, but also from an overview of work done throughout the year. Sometimes the goals are modified to more realistically reflect what we are asking of our students and sometimes the teaching strategies are modified to achieve the desired goals.

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.

After the first week of school, we held a meeting to discuss Students Of Concern, then after an 1/8 of the year passed, we ran a Red Flag need academic assistance, we also run quarterly assessments of student progress in which each faculty writes a paragraph indicating how all students in their class are performing, and their current grade in the course. For students who are having academic difficulties we run our Learning Center where tutoring is available many periods during the academic day, two mornings a week before school, and every day after school.

Prior to the start of school we ran a math assessment of all incoming students. All students were then enrolled in a Geometry course, and if they had difficulty on the math assessment they were also enrolled in the Math Review course. This course is designed to take students who we recognize have weak Algebra skills and give them an opportunity to do appropriate course works so that by the time they enter their second semester math course, Algebra I or Algebra II, they will be equipped with the skills to do as well as their peers.

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.

N/A

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)
Title I, Part A (Basic)	Federal	Yes			169,071	True	Goals 1, 2, 3, 4, and 5
Title I, Part A (ARRA)	Federal	Yes			1785.17	True	Goal 4
Title I, Part A (ARRA)	Federal	Yes			199	True	Goal 4
Tax Levy	Local	Yes			8000	True	Goal 3

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 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.)

1

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

Meet with student to make sure they have adequate support on home work, and that there is a place to do homework after school. If not available in the temporary housing we would provide that location. We set up ways to be in touch with family, either by calling a work phone, or a family member of their choosing who has phone capability. We can also correspond by email. We provide additional support through meetings with the guidance counselor to assess ongoing needs.

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_24Q299_110110-170135.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 N107	District	School Number 299	School Name Bard HS Early Colleg
Principal Valeri Thomson	Assistant Principal Sue Leung Eichler		
Coach type here	Coach type here		
Teacher/Subject Area type here	Guidance Counselor Elizabeth Canty		
Teacher/Subject Area type here	Parent type here		
Teacher/Subject Area type here	Parent Coordinator type here		
Related Service Provider type here	Other type here		
Network Leader Nancy Scala	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		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	528	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.76%
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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.

1. Potential ELLs are identified through the Home Language Identification Survey and the results of the LAB-R exam. The Admissions staff, comprising of teachers and administrators, is responsible for administering the HLIS and conducting oral interviews as part of the school's admission process. If a student, enrolling in NYC for the first time, is found to have a home language other than English, the Assistant Principal is responsible for administering the LAB-R exam within 10 days of enrollment. To annually evaluate our ELLs, the Assistant Principal administers the NYSESLAT.

2. If the school enrolls any ELLs new to the country, we will hold a parent orientation where we will inform the parents of the three program choices: Free Standing ELS, Transitional Bilingual and Dual Language). If we had a program, we would inform parents through letters mailed home, the weekly newsletter disseminated by the Community Associate and a message delivered to the residence via the School Messenger system.

Here is the way the process is supposed to work:

When a new student is being enrolled for the first time in a NYC school, the parent is given a Home Language Identification Survey to complete. The survey is reviewed by the Guidance Counselor and/or the Assistant Principal, who conducts an informal interview with the parent to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, the Assistant Principal administers the LAB-R exam within ten days of the student's enrollment. The LAB-R is hand scored before being sent to be scored officially, to determine placement and services needed. If the student is indeed determined to be an ELL, the parent is sent an entitlement letter in their home language and is invited to the school for an orientation, within 10 days of the student's enrollment. At the parent orientation, conducted by the Community Associate and Assistant Principal, the parent is given information about the three programs available to students in NYC, Freestanding ESL, Transitional Bilingual, and Dual Language. Using the Program Selection form provided at this orientation, the parent selects a program for the student. If the parent chooses a Transitional Bilingual or Dual Language Program, they are provided with information on the schools that have such programs.

To date, we have not had any ELLs new to NYC enroll in our school.

Every year, continued ELL status is determined by the administration of the NYSESLAT. It is administered by the Bilingual Education Teacher, in accordance to the regulations, timelines, and guidelines set forth by NY State. For students who do not receive a proficient score in the NYSESLAT taken the previous Spring, parents are sent continued entitlement letters at the beginning of the school year. These letters, as well as all other communications, are sent home in the parent's home language.

3. Because our school does not have an ELL program we do not send out entitlement letters, Parent Survey and Program Selection forms. If we had a program, we would mail home the surveys and parent selection forms to parents/guardians of ELLs. School staff

would follow up with telephone calls if parents did not return the forms within the prescribed time.

4. Our school does not have an ESL program in which we can place identified ELLs.

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 <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	4	Newcomers (ELLs receiving service 0-3 years)	2	Special Education
SIFE	1	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									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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						

Total	0	0	0	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

**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
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:

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
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

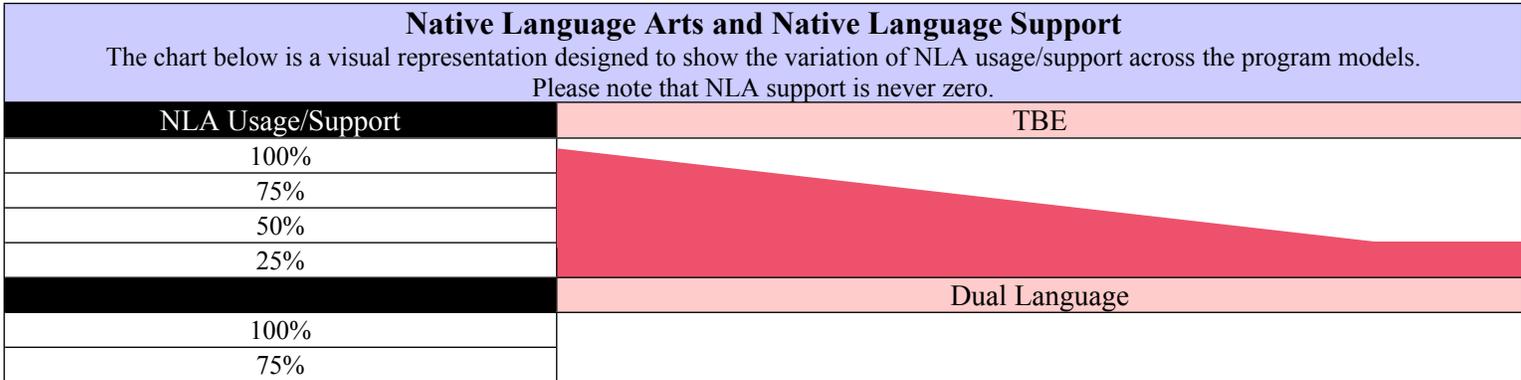
A. Programming and Scheduling Information

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



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

5. The ELL students are offered additional support in ELA, math and other content areas in English by staff in the Learning Center at our school. These students can also receive one-on-one help by their instructors. We do not currently have any ESL program or ESL certified staff.
6. The progress of ELLs reaching proficiency on the NYSESLAT will be monitored by the guidance counselor who monitors academic performance of all the students.
7. The school will continue to research and purchase instructional materials that would aid ELL students and the instructors of the ELL students. The school will continue to look for teachers with certification in ESL in its recruitment of foreign language instructors.
9. All ELLs are fully integrated into the school programs, thereby having equal access to them. ELL student may take advantage of all tutoring programs offered to all students in the Learning Center during and after the school day.
10. Instructional materials used to support include bi-lingual dictionaries and some textbooks that are at a lower-reading level.
12. The school attempts to provide instruction that meet Ells' grade level and age
13. The guidance counselors meet with newly enrolled ELLs to review each student's program of study. They work with teachers to adjust

expectations and assignments where appropriate.

14. ELLs have the opportunity to enroll in any of the school's language electives: Spanish, Latin and Chinese. Paste response to questions 1-5 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)?

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

2. Although no formal support is currently in place for staff to assist ELLs in their transition from middle to high school, all teachers learn about the demographics of our school population.
3. The Foreign Language Department will be asked to deliver professional development on strategies for teaching ELLs at faculty/staff meetings during the year. Topics will include differentiation of instruction and graphic organizers. The administration will seek the support of the CFN on ELL related matters.

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

1. Parents are involved in our school through different venues. Parents are members /leaders of the PTA and serve on the School Leadership Team. On a more informal basis, they participate in after-school functions such as "International Night" where they in foods and artifacts representative of their culture and nationality. Parents also volunteer to assist in the library and as guest speakers.
2. The school has not achieved any partnership with any Community Based Organization but is researching organizations such as Make the Road by Walking that might be beneficial to our ELL parents.
3. The needs of parents are evaluated based upon surveys distributed by the Executive Board of the PTA and our Community Associate. In addition, some parents take the initiative to write or call the Community Associate and administrators; the latter assess the nature and extent of concerns and follow up with the appropriate action.
4. PTA programs, created in collaboration with the Community Associate, are designed based upon the needs of the parents. For example, ARIS training for parents was conducted last year at a fall PTA meeting to address the needs of parents for information about their children's academic performance and progress. Last year, the Assistant Principal presented an overview about the Regents exams in response to parent questions and concerns about state assessments, and she plans to repeat the presentation this year. Guidance counselors have also presented workshops on specific guidance topics and the College Transfer Associate Director has plans to disseminate college transfer information.

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)											1			1
Advanced (A)											2		1	3
Total	0	0	0	0	0	0	0	0	0	0	3	0	1	4

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											3		1
	P													
READING/ WRITING	B													
	I											1		
	A													
	P											2		1

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1		1	
Math <u>Algebra</u>	4		4	
Math <u>Geometry</u>	1		1	
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	2		2	
Physics				
Global History and Geography	1		1	
US History and Government	3		3	
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?

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.

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:	Bard High School Early College II					
District:	24	DBN:	24Q299	School		342400011299

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			97.1	96.1
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	201	147	135				
Grade 10	0	200	156				
Grade 11	56	59	180				
Grade 12	0	50	57				
Ungraded	0	0	0				
Total	257	456	528				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		99.6	99.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		55.9	50.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		8	1

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

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		1	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions		0	0
Number all others	0	0	2				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		328	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		15	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		5	5
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals		0	0
# ELLs with IEPs	0	0	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
		0	2	% fully licensed & permanently assigned to this school		100.0	90.3
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		13.3	8.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		93.0	97.1
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers		98.3	89.5
Black or African American	19.5	19.7	18.2				
Hispanic or Latino	22.6	24.8	23.9				
Asian or Native Hawaiian/Other Pacific	24.1	25.0	29.0				
White	21.0	23.9	28.0				
Male	35.8	35.5	37.5				
Female	64.2	64.5	62.5				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				6	6	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10			
Overall Letter Grade:	A	Overall Evaluation:	P		
Overall Score:	76.6	Quality Statement Scores:			
Category Scores:		Quality Statement 1: Gather Data	WD		
School Environment:	12.1	Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	17.8	Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P		
Student Progress:	46.7				
<i>(Comprises 60% of the</i>					
Additional Credit:	0				

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