



**QUEENS COLLEGIATE: A COLLEGE BOARD SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: QUEENS COLLEGIATE: A COLLEGE BOARD SCHOOL**  
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**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
Jaime Anne Dubei	Principal	Electronic Signature Approved. Comments: I approve and authorize my signature.
Robert McMahon	Admin/CSA	Electronic Signature Approved.
Teresa Thompasionas	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Keyonna Vaz	Student Representative	Electronic Signature Approved.
Kim Davis	Parent	Electronic Signature Approved.
Roger Erskine	DC 37 representative	Electronic Signature Approved.
David Alicia	Student Representative	Electronic Signature Approved.
Madonna Donaldson	Title I Parent Representative	Electronic Signature Approved.
Leroy Worrell	Parent	Electronic Signature Approved.
Charlene Wingate	UFT Chapter Leader Designee	Electronic Signature Approved.

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

Queens Collegiate is designed to promote academic excellence that directly leads to college entrance and success. Employing resources from the New York City Schools and the College Board will assure academic success for all students. Queens Collegiate fosters high achievement, healthy growth, effective social skills, and citizenship. Students will have access to several languages other than English, exchange programs, educational partners at the college level, along with a rich English and mathematics curriculum. Queens Collegiate will focus on world issues and concerns. Students will be engaged in service to their community and truly understand world affairs at a higher academic level. Exploring the world through multiple cultures will empower students to effectively communicate and make educated decisions for the future of our planet. The school is uniquely structured to educate, support, and guide students from middle school through high school graduation, building bridges from earlier grades that ultimately lead to college success.

### **MISSION**

Queens Collegiate is a professional community of learners who are interested in international affairs. We draw upon our diversity, knowledge, and experience to prepare leaders for the challenges of tomorrow. Through an unwavering belief that all children can learn and succeed, a rigorous curriculum focusing on written and spoken communication, students will cultivate academic, social and leadership skills necessary for their success as leaders in college and beyond. Queens Collegiate, in conjunction with families, corporations, and community based organizations, will construct an environment where community, citizenship, culture and emotional intelligence lead to life-long learning and success.

### **LEAD INTERMEDIARY PARTNER: THE COLLEGE BOARD**

As a national organization, the College Board has a long history of working with schools to influence the teaching and learning. We are partnered with the College Board, providing professional development, curriculum, and advisory programs.

iEARN—Online Global Collaboration Program

iEARN will support Queens Collegiate with professional development for the teachers, along with web access to collaborate with students and teachers around the world on authentic projects. For instance, students are participating in a collaborative project with students from Vlaardingen, The Netherlands with the goal of a non-simultaneous travel exchange program in the 2010-2011 year.

Carnegie Hall's Citi Global Connections Program

The Citi Global Encounters program introduces high school students to musical styles from around the world, while helping teachers use the study of music to enrich student understanding of human concerns, historical perspectives, and fundamental social questions. At Queens Collegiate, this partnership would specifically supplement the Global History curriculum. We have partnered with three classes of students in New Delhi, India and three classes in Mexico City, Mexico, whereby students will complete similar coursework in culture, music and history and share their products online

with students. At the end of the school year, we will participate in two simul-cast concerts that culminate into an interdisciplinary project on structure and freedom.

## 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														
<b>School Name:</b>	Queens Collegiate: A College Board School													
<b>District:</b>	28	<b>DBN #:</b>	28Q310	<b>School BEDS Code:</b>										
DEMOGRAPHICS														
<b>Grades Served:</b>	<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 type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded								
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>										
<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			91.6	TBD							
Kindergarten		0	0	<b>Student Stability - % of Enrollment:</b>										
Grade 1		0	0											
Grade 2		0	0							<i>(As of June 30)</i>	2007-08	2008-09	2009-10	
Grade 3		0	0									93.10	TBD	
Grade 4		0	0	<b>Poverty Rate - % of Enrollment:</b>										
Grade 5		0	0											
Grade 6		0	0							<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
Grade 7		0	0									55.7	75.9	
Grade 8		0	0	<b>Students in Temporary Housing - Total Number:</b>										
Grade 9		87	88											
Grade 10		0	73							<i>(As of June 30)</i>	2007-08	2008-09	2009-10	
Grade 11		0	0									0	TBD	
Grade 12		0	0	<b>Recent Immigrants - Total Number:</b>										
Ungraded		0	0											
Total		87	161							<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
												2	1	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>										
<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		12	TBD							
# in Collaborative Team Teaching (CTT) Classes		6	11	Superintendent Suspensions		3	TBD							
Number all others		10	14	<b>Special High School Programs - Total Number:</b>										
<i>These students are included in the enrollment information above.</i>														
										<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)										CTE Program Participants		0	0	
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0							

# in Transitional Bilingual Classes		0	0				
# in Dual Lang. Programs		0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only		2	5	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		0	1	Number of Teachers		7	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		3	TBD
				Number of Educational Paraprofessionals		0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere		0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		86	TBD
American Indian or Alaska Native		1.1	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		86.2	TBD
Black or African American		44.8	50.9				
Hispanic or Latino		16.1	15.5				
Asian or Native Hawaiian/Other Pacific Isl.		34.5	29.8				
White		3.4	3.1				
Multi-racial							
<b>Male</b>		59.8	51.6				
<b>Female</b>		40.2	48.4				
<b>2009-10 TITLE I STATUS</b>							
<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		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
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"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
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	
<b>All Students</b>				√	√		
<b>Ethnicity</b>							
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				√	√		
<b>Student groups making AYP in each subject</b>				<b>3</b>	<b>3</b>		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	NR	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		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	2	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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](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?

**After analyzing our data, we can identify the following trends:**

- **Students, Parents and Staff are generally satisfied with the culture, communication, safety and leadership at Queens Collegiate, as evidenced by the Learning Environment Survey. All parties want to see more diverse course offerings, and partnerships with external organizations to enhance our students' education.**
- Students coming into Queens Collegiate on average have a high performance level in English and Math in the 8th grade
- 90% of all students earned sufficient credits to promote to the next grade.
- 80% of students passed the Global History and Geography regents.
- 90% of students passed the Integrated Algebra regents, which was a 25% increase from June 2009 to June 2010.
- Dramatically increased the geometry regents pass rate, while increasing the number of students taking the course. We started at a 40% Geometry Regents pass rate in June 2009, and improved to 85% in June 2010.
- 65% of students passed their science course and completed sufficient lab hours to take the Regents. This is an area that we will be improving in 2010.

Our greatest accomplishments in our first year of new school development are:

- Development of international partnerships that help students to connect across the globe
- Development of teacher teams that work together to analyze data, plan instruction and evaluate their progress
- Commitment to college preparation, including advisory groups, social-emotional development, regular goal setting meetings, and college visits.

The most significant aids to the school's continuous improvement are:

- Partnerships with the College Board and CUNY PSO to assist us with school and curriculum development
- A school community that readily pulls together to meet challenges and work together to solve problems

The most significant barriers to the school's continuous development:

- The building has a reputation within the community as being unsafe. This negatively impacts student recruitment, but has been improving since the announcement that two new schools would be opening in September 2010.
- Students have not built a culture of trust and respect for each other. Our Learning Environment Survey showed a number of areas where students were not comfortable with each other and their relationships in the school. We will be working on this paradigm in 2010.
- Queens Collegiate has developed systems for professional development and growth, but has not developed mechanisms to measure professional development in terms of student achievement.
- We are actively working to develop partnerships and after school programs with community based organizations to enhance students' education and connection with the community.

## 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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> By June 2011, 100% of all teachers teaching new courses will produce online curriculum maps, using Atlas Rubicon, with accompanying unit plans using the Understanding by Design (UbD) framework available for viewing by all members of the school staff to foster curricula coherence and vertical alignment.	<input type="checkbox"/> <input type="checkbox"/> Teachers will work backwards from their goals to deciding what to teach each day.
<input type="checkbox"/> By June 2011, 90% of high school students will complete 1200+ minutes of laboratory experiments, including lab reports, in their respective science courses.	<input type="checkbox"/> Improving student competence and dependability in scientific experimentation and presentation.
<input type="checkbox"/> By June 2011, Queens Collegiate will have developed strong community and global partnerships that expand students educational, social and extracurricular horizons, leading to before/after school programs and community service.	<input type="checkbox"/> Promoting student growth and development, leadership and community interest.
<input type="checkbox"/> By June 2011, at least 70% of 6th grade students will be reading at or above grade level, as measured by achieving a level 3 or higher on the NYC ELA assessment.	<input type="checkbox"/> Reading on grade level will support our students' academic growth in all courses.



## 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** **all subject areas**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> By June 2011, 100% of all teachers teaching new courses will produce online curriculum maps, using Atlas Rubicon, with accompanying unit plans using the Understanding by Design (UbD) framework available for viewing by all members of the school staff to foster curricula coherence and vertical alignment.</p>
<p><b>Action Plan</b> 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> <div style="border: 1px dotted black; padding: 5px;"> <p>June 2010-- Teachers submitted their scope and sequence for all new courses for Fall 2010. In the English department, principal facilitates common planning meetings, online discussions and creates a Google Document to collectively collaborate on new course design.</p> <p>July 2010 -- Principal gives feedback to teachers regarding their scope and sequence. --College Board and Atlas Rubicon give training to all teachers who are new to CB Schools on how to plan using Understanding by Design (UbD) and capture that plan in Atlas Rubicon.</p> <p>August 2010 -- Teachers provide professional development on Atlas Rubicon and collaborate as departments to ensure vertical alignment.</p> <p>September 2010 -- Teachers have inputted their scope and sequence and the first two units onto Atlas Rubicon.</p> <p>October 2010</p> </div>

- Grade teams meet to discuss academic coherence, in relation to newly developed courses.
- Department teams analyze course development and design to ensure vertical alignment to NY State and College Board standards.

#### November 2010

- Administration gives teachers feedback on their curriculum development thus far, in addition to providing on-going support and professional development.
- Students provide written feedback in the form of a survey to detail their ideas about the curriculum thus far.**

#### December 2010

- Professional development on unit planning and curriculum development

#### January 2011

- Teachers self-reflect upon their progress thus far, based upon their knowledge and a rubric from Atlas Rubicon.
- Administration provides written feedback to each teacher regarding the curriculum development.
- Administration and teacher leaders assess the effectiveness of our curriculum on student achievement thus far. Recommendations will be made for improvement based upon data collected.

#### February 2011

- On going professional development for teachers, with feedback from administrators

#### March 2011

- On going assessment of effectiveness of curriculum.
- Students provide written feedback in the form of a survey to detail their ideas about the curriculum thus far.

#### May 2011

- Administration and teacher leaders assess the completion of this goal, in light of the newly developed courses.

#### June 2011

- Celebration of success.
- Evaluation of student success in these courses as it relates to Regents or other standardized assessments.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>Budget: The College Board funds our subscription to Atlas Rubicon, 4 Saturday professional development for the Core Team, and 4 days of on-site training at Queens Collegiate. CUNY is providing supplementary on-site support as needed. All per session funding for this initiative comes from Gates funding held by the College Board.</p> <p>Staffing: Teacher Leaders from QC (5 members), all pedagogical staff from QC, Implementation Manager funded by College Board, School Support Coordinator as consultant from CUNY PSO.</p> <p>Scheduled Time: Each PD day throughout the 2009-2010 will be dedicated to this initiative. This includes Election Day, Chancellor's Day for Professional Development and any Regents exam days that we are not testing. Faculty Conference each month will provide time for the Core Team for Curriculum to meet, evaluate progress, and plan for future implementation.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> June 2010-- Review of each map for completion of scope and sequence.</p> <p>September 2010, November, January, March and June 2010-- Review of each map for completion and quality of units captured using the Atlas Rubicon rubric. Feedback and support will be provided to each teacher throughout the process.</p> <p>Expected gains:  As of August 2010-- New courses have no captured curriculum in Atlas Rubicon.  As of June 2010-- 100% of all new courses will have shared, captured curriculum</p>



November 2010: (Scoring cycle)

--Assess student success thus far in the school year, creating an electronic method of tracking student success and challenges.

--Have a "norming session" with all involved staff to ensure we are grading on the same scale

--Divide labs to analyze for success

--Analyze student scores and participation rates to determine needs

December 2010

--Determine learning needs and teaching strategies that meet those needs

January through May 2011

--Teach, assess, monitor, and reflect, changing instruction as necessary

--Tally laboratory write ups, using the scoring cycle listed above.

June 2011

--Determine student eligibility for NYS Regents exams in science based upon laboratory completion

-- Have a norming session to analyze student lab portfolios, to determine eligibility for Regents exam.

--Divide portfolios to rate

--Analyze student scores to determine success rate.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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><b>Staffing:</b> Four teachers (all science teachers) and the Assistant Principal will participate in this program. Time will be set aside once a month during Faculty Conference, along with weekly meetings.</p> <p><b>Budgeting:</b> Per session will be funded through CFI Inquiry Teams funding as needed. Much of this work will take place during common planning which is already included in teacher's salaries.</p> <p><b>Scheduled Time:</b> Common planning will provide time for the Science Team to meet, evaluate progress, and plan for future implementation. Additional times, before school or after school, will be determined by the team, and funded by CFI Inquiry Team funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> September 2010-- Development of a portfolio system, lab write up standard with rubric and collection policies. <input type="checkbox"/></p> <p>November 2010-- Initial review of student portfolios on a school-wide basis by all 4 science teachers to assess progress towards 90% completion rate.</p> <p>January 2011-- Midyear assessment of student portfolios. Determination of whether we have 90% completion rate that meets the standards set forth in September.</p> <p>May 2011-- End of year assessment of student portfolios using our rubric. Expected gains: 90% completion rate across the whole high school population.</p>

**Subject Area (where relevant) :** all subject areas, arts, extracurricular activities

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, Queens Collegiate will have developed strong community and global partnerships that expand students educational, social and extracurricular horizons, leading to before/after school programs and community service.</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

February 2010:

--Quality Reviewer recommended that Queens Collegiate seek outside collaborations to "expand the use of external partnerships to support students and staff in continual learning opportunities that promote students' academic and personal growth."

April 2010:

--Met with CUNY partnership coordinator to explore possibilities for partnerships in the Jamaica area

June 2010:

--Signed a contract with PubliColor, a non-profit organization that will work with us and our students to create afterschool painting opportunities.

July 2010:

-- Met with DOE grant writers to determine eligibility for arts partnership grants, and provided necessary information for grant proposal

--St. John's University will be sending tutors to QC in September to provide after-school homework help and tutoring.

August 2010:

--Continuing to seek out community partnerships, internship and community service opportunities for our students.

September 2010- June 2011:

--Evaluating situation thus far. Nurturing the relationships that are already built and forging forward to create new relationships in areas of need.



**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

July/August 2010:

--Run students' transcripts from 5th grade, including their testing history

--Access ARIS and Acuity to find periodic assessment data

September 2010:

--Administer all 6th grade students a reading inventory to determine reading level

--Group students in the class according to need, differentiating each lesson to meet student needs.

---Share findings with other 6th grade teachers, and co plan with them to ensure coherence and alignment of strategies

October/November 2010

--Administer instruction and tiered intervention as needed

December 2010:

--Administer periodic assessment to determine students' reading levels and progress made thus far.

---Celebrate student progress

--Determine student academic needs and design intervention to meet these needs. Administer intervention.

February 2011:

--Administer periodic assessment to determine students' reading levels and progress made thus far.

	<p>---Celebrate student progress</p> <p>--Determine student academic needs and design intervention to meet these needs. Administer intervention.</p> <p>May 2011:</p> <p>--Administer final assessment to determine students' reading levels and progress made thus far.</p> <p>--Administer NYC ELA assessment.</p> <p>---Celebrate student completion</p> <p>--Determine student academic needs and design intervention to meet these needs. Administer intervention.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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><b>Staffing and Budget:</b> Extended day (before and after school programs) will be paid with C4E funding. Inquiry Team funding comes from Children First Inquiry Teams and Data Specialist funding.</p> <p>: Common planning and/or before or after school meetings will be used.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Interval: Every 2-3 months</p> <p>Instrument of measure: TBD. Possibly Fountas and Pinell or Scholastic's Reading Inventory</p>

followed by Expert 21 progress monitoring throughout the year.

Projected gains:

Unsure, as we don't have all of the data on our incoming class.

## **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	35	25	13	11	3	1	1	
7								
8								
9	73	67	53	58	5		1	1
10	27	24	27	32	10			
11	35	11	12	17	10			
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> ELA</p> <p>1. Additional English AIS is provided by the English teacher in a classroom setting (25:1) in a specially designed course. This occurs during the regular school day for 58 minute periods each day.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Math</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Science</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Social Studies</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> At- risk</p> <p>Our guidance counselor meets regularly with her mandated and at-risk students for counseling sessions. The sessions may be one-to-one or in a group of an appropriate size during the regular school day or AIS period.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> At-Risk</p> <p>We have referred a small number of students to the in-house psychologist from Queens Hospital. They meet weekly or more frequently in varying group sizes, as appropriate to their needs.</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> At-risk We share a SAPIS counselor with Jamaica High School. She provides counseling, crisis resolution and peer mediation on an as needed basis to our students.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> At-risk We share a school nurse with Jamaica High School. She will provide at-risk health services as necessary for both schools.

## **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)**  
**all grades**

**Number of Students to be Served:**  
**LEP 5**  
**Non-LEP 15**

**Number of Teachers 11**  
**Other Staff (Specify) Principal, Assistant Principal, Guidance Counselors, Secretary**  
**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.

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Professional Development 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.

Queens Collegiate has developed a student-centered professional development program for ELL students. Our ESL advisor has analyzed the needs of our 5 ELL students and creates professional development sessions for our teachers based on her analysis. This way, our teachers receive the information they need to best serve the needs of our ELL students. Our push-in ESL teacher also meets weekly with our math and science teachers in common planning. She uses this common planning time to highlight the needs of our ELL students and to assess the teacher's instructional modifications for these students.

**Section III. Title III Budget**

–

**School: Queens Collegiate**  
**BEDS Code: 342800011310**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>	0	<input type="checkbox"/> We do not receive any Title III funding as of yet. However, we are using a portion of our Title I SWP monies to fund professional

- Per session - Per diem		development for teachers regarding ESL needs in instruction and assessment.
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	<input type="checkbox"/> We do not have any separate funding for curriculum consultants. Our ESL teacher is working to build a solid curriculum for ESL students on her professional time.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> We did not receive any Title III funding. However we will be purchasing supplies as needed from TL funding streams.
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> We did not receive any Title III funding. We will purchase as necessary from TL streams.
<b>Travel</b>	0	<input type="checkbox"/> None
<b>Other</b>	0	<input type="checkbox"/> None
<b>TOTAL</b>	<b>0</b>	

## **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. □ Queens Collegiate uses the ATS system to identify students who have limited English proficiency. Incoming students complete Home Language Identification Surveys which are entered into the ATS system. This creates a database for reference for distributions to parents.
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.

□

□ Data from ATS indicates Queens Collegiate largest interpretation need is Spanish. Other interpretation needs are for Punjabi, Bengali, Chinese and Korean, in order from highest to lowest need.

Findings were reported to the school community during the PTA meeting in December 2010. We are working within our community to find those who are bilingual in the identified languages and English to assist with translation and interpretation.

### **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.

□ Queens Collegiate will provide written translation services to parents who do not have English Language proficiency. Queens Collegiate will identify parents who speak a language other than English at home and offer translated documents as requested by the parent. Written translation services will be provided by sending documents for translation to our teachers who fluently write in that language or to the NYC Department of Education translation services unit.

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

Oral interpretation needs of parents will be provided through two modalities:

Modality 1: Our school has identified staff members who are proficient in languages other than English. These staff members are available to provide in-person translation at our school:

Spanish: Katie Oswald, Ali Gharsellaoui, Justine Jackson, Elizabeth Kaufman, Robert McMahon, Edgar Diaz

French and French Creole: Robert McMahon, Jean Joseph, Thadia Louis, Ralph Alexis, Ali Gharsellaoui, Mina Kim

Russian: Ali Gharsellaoui, Jaime Dubei

Arabic: Ali Gharsellaoui

German: Jessica Silverstein

Korean: Mina Kim

Mandarin Chinese: Xin Wang

Modality 2: Queens Collegiate uses the NYC Department of Education phone translation unit for translation when we do not have staff for in-person translation available. When phone translation is not practical, we collaborate with NYPD School Safety or staff from other Jamaica Campus schools to provide in-person interpretation.

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>.

Queens Collegiate staff provide each parent/guardian with a copy of the Bill of Parent Rights and Responsibilities which lists their rights to translation and interpretation.

In our offices and at the school's entrance are translated posters welcoming the parents/guardians in 9 languages, informing them that translation and interpretation services are available.

**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:	\$181,539	\$12,971	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,815		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,334	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9,076	*	

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.

All of the 23 teachers this year are certified in their primary academic subject area. One teacher is teaching two science courses to meet student needs, and her certification is pending.

Teachers who are missing Masters level courses are taking those courses to finish the degree or certification requirements.

\* Federal waiver granted; additional set-asides 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.

## **School-Parent Involvement Policy**

- I. *Queens Collegiate: A College Board School, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Queens Collegiate: A College Board School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, and as trained volunteers. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.*
- II. *The policy encompasses all parents including parents of English Language Learners and special needs students.*
- III. *The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.*

In developing the Queens Collegiate: A College Board School Parent Involvement Policy, the Queens Collegiate: A College Board School PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, Queens Collegiate: A College Board School will:

- *Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*
- *Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.*
- *Once we have enough students for a parent coordinator, the parent coordinator will maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. Once we hire a parent coordinator, they will also provide parent workshops based on the assessed needs of the parents in the school site. These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.*
- *Provide a school informational meeting on all funding programs in the school.*
- *Provide written translations.*
- *Provide an Annual Parent Curriculum Fair where all parents are invited to attend formal presentations and workshops that address educational needs within the community.*

Queens Collegiate: A College Board School will encourage more school-level parental involvement by:

- *Holding annual Parent Curriculum Fair*

- *Maintaining parent participation in school leadership teams*
- *Encouraging parents to become trained volunteers through Learning Leaders*
- *Having written, online and verbal progress reports that are periodically given to keep parents abreast of their children's progress*
- *Providing school planners for daily written communication between school/teacher and the home.*

## **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.

### SCHOOL - PARENT COMPACT QUEENS COLLEGIATE: A COLLEGE BOARD SCHOOL

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

#### **The School Agrees**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. *Parent-teacher conferences at least semi-annually*
2. *Frequent reports to parents on their children's progress, via an online gradebook*
3. *Reasonable access to staff*
4. *Opportunities to volunteer and participate in their child's class*
5. *Observation of classroom activities*

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

### **The Parent/Guardian Agrees**

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the school offers on teaching and learning strategies.

To work with his/her child/children on school work; and encourage them to read for 30+ minutes per day.

To monitor his/her child's/children's:

1. *Attendance at school*
2. *Homework*
3. *Television watching*
4. *Internet usage, if available*
5. *Texting and cell phone usage*

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Queens Collegiate: A College Board School

Jaime Anne Dubei, Principal

## **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.

Queens Collegiate makes use of several Data sources to create a comprehensive assessment of student needs in relation to NYS academic content and achievement standards.

Data Source 1: NYC ARIS Data System

Queens Collegiate makes extensive use of the ARIS Data system for programming students into classes and identifying student needs for additional instruction.

The ARIS system is used to provide NYS ELA and Math 8th grade scores that are then used to program students with ELA and Math needs into our Academic Intervention Service classes. All students who score below Level 3 proficiency in ELA or Math are assigned additional AIS help in their subject of highest need.

Data Source 2: Student Report Card Data

Additionally, Queens Collegiate uses our previous year's student report cards to determine other students who may need additional AIS support. Students who received a grade of 65 their science are assigned additional help in science at the beginning of the year. Students remain in these classes until they demonstrate proficient achievement in their science class.

Queens Collegiate reassesses the Academic Intervention Service program 6 times a year at each of our marking period changes. Students who are not within the sphere of success are added to the AIS program.

Data Source 3

Interim Assessments. QC administers multiple interim assessments in ELA and Math using the Scantron adaptive assessment system.

## Data Source 4

SnapGrades data-- QC teacher mark period behavior referrals, attendance, homework, class participation, and test/quizzes in SnapGrades. We use this data to determine academic and/or social needs.

### 2. Schoolwide reform strategies that:

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

Queens Collegiate has an instructional model which deemphasizes "tracking" students into advanced or remedial level classes. Our special education model is Collaborative Team Teaching where all special education students are included in general education classes. Our ESL model provides co-taught courses between content area teachers and ESL teachers, including all students in mainstreamed courses.

Queens Collegiate also utilizes an Academic Intervention Services program to provide additional support for students who are not succeeding on standardized state tests or in their classes. Students who score below proficiency on their 8th grade exams in ELA and Math are placed in AIS as well as students who score at 65 or below on their report cards for science.

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.

Queens Collegiate utilizes an academic enrichment program for students who need additional support academically. This program is detailed in this CEP.

o Help provide an enriched and accelerated curriculum.

As a College Board school, all Queens Collegiate students are expected to take at least 2 Advanced Placement courses in their Junior and Senior years. Research shows that AP courses are a benchmark of academic success for college students.

To support our goal of AP coursework, Queens Collegiate and the College Board have implemented a curriculum development program with AP courses as the end goal. We are utilizing the Rubicon Atlas online curriculum mapping system to ensure academic cohesion.

o Meet the educational needs of historically underserved populations.

To ensure that historically underserved populations receive full support, Queens Collegiate regularly disaggregates our students' academic performance data into subgroups to analyze the performance of underseved groups. When this data shows subgroup performance divergence in subject areas, additional support is provided for all students in those subject

areas. This ensures that both subgroups and the student population as a whole can improve in subject areas of subgroup performance divergence.

- 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.

Queens Collegiate provides two modes of social and emotional support for students who exhibit low academic achievement: Advisory and Counseling.  
ADVISORY

QC has invested substantially in our Advisory program. We have opened access to three separate sources of Advisory curriculum: The College Board, the CUNY network and our own staff-developed advisory lessons.

Research shows that advisory programs help low academic achieving students improve academically. Our advisory lessons focus on the social-emotional components of child development that are needed as a foundation for students' academic growth.

## COUNSELING

Queens Collegiate has several counseling and psychiatric services available to support our students who have low academic success. We have a full-time counselor who can respond on a real-time basis to our students' needs. We also have an on-site psychologist who our students can visit by appointments. The Jamaica HS campus also has a SPARK counselor available to students.

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

Our curriculum mapping initiative this year uses the Rubicon Atlas online mapping system. We use state standards and Common Core Standards as a benchmark for this mapping.

3. Instruction by highly qualified staff.

Our staff is 100% New York State certified.

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.

Queens Collegiate is focused on building capacity for professional development within our school building. This is contrasted with a

professional development model that looks to outside training. Outside training is less authentic and there is less accountability because there is inconsistent reinforcement and support for outside PD.

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

QC employs an intense hiring process to ensure that we attract the most qualified teachers to our school. Our process begins by searching the NYC DOE teacher finder database, as well as other sources to find candidates to send interview invitations. Teacher candidates proceed through a three stage process for hiring. First candidates attend an open house for a group-interview with available teaching staff and are given a tour of the school. This data and resumes are used to find highly qualified candidates to invite to present a demo lesson and interview panel with school staff. Next candidates attend final interviews with the principal and assistant principal before an offer is made.

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

QC fully supports our Parent Teacher Association and our School Leadership Team. These groups meet regularly to discuss and implement school improvement initiatives. Our school also support technology-driven initiatives to improve parent communication and the dissemination of student performance data to parents. QC uses the K-12 alert system to inform parents of important information regarding the school and individual information regarding their children, such as daily attendance/tardiness reports.

QC also utilizes SnapGrades, an online grading system that provides ongoing feedback regarding our students' academic performance. This system has been highly successful in helping our parents keep track of their students performance.

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.

NA

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 use multiple surveys each year to include teacher voice in the decision-making processes of our school. The principal also has an "open-door" policy for teachers to provide feedback regarding individual student's needs.

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.

Please refer to the narrative related to Academic Intervention Services.

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.

Queens Collegiate participates in all compliance reviews by the New York City Department of Education related to Federal, State and local services and programs. This includes intensive reviews under NCLB.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			

<sup>1</sup>**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.

<sup>2</sup>**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.
  - We are a Title I SWP school, thus all information is found in Part C of this appendix.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - We are a Title I SWP school, thus all information is found in Part C of this appendix.
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;  
 We are a Title I SWP school, thus all information is found in Part C of this appendix.
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
 We are a Title I SWP school, thus all information is found in Part C of this appendix.
- c. Minimize removing children from the regular classroom during regular school hours;  
 We are a Title I SWP school, thus all information is found in Part C of this appendix.

4. Coordinate with and support the regular educational program;

We are a Title I SWP school, thus all information is found in Part C of this appendix.

5. Provide instruction by highly qualified teachers;

We are a Title I SWP school, thus all information is found in Part C of this appendix.

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

We are a Title I SWP school, thus all information is found in Part C of this appendix.

7. Provide strategies to increase parental involvement; and

We are a Title I SWP school, thus all information is found in Part C of this appendix.

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

We are a Title I SWP school, thus all information is found in Part C of this appendix.

## **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>

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### **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.  Provide counseling services and assess the student need and provide additional support accordingly.

### **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).  
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 NA

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.

NA



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_28Q310\_110110-170649.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 <b>DSSI Cluster 05 (CUNY)</b>	District <b>28</b>	School Number <b>310</b>	School Name <b>Queens Collegiate</b>
Principal <b>Jaime Dubei</b>	Assistant Principal <b>Robert McMahon</b>		
Coach <b>-</b>	Coach <b>-</b>		
Teacher/Subject Area <b>Mina Kim/ESL</b>	Guidance Counselor <b>Maureen Macaluso</b>		
Teacher/Subject Area <b>Ali Gharsellaoui/ESL</b>	Parent <b>-</b>		
Teacher/Subject Area <b>Jennifer Unger/ESL</b>	Parent Coordinator <b>Roger Erskine</b>		
Related Service Provider <b>-</b>	Other <b>-</b>		
Network Leader <b>Cass Conrad</b>	Other <b>-</b>		

#### 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	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>322</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>6.52%</b>
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### Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part II: ELL Identification Process

1. Queens Collegiate takes several steps for the initial identification of ELL students. Parents of students new to the New York City system are given the Home Language Identification Survey (HLIS). The HLIS includes an informal oral interview in English and in the native language when needed. Upon entry in our school, these students are also administered the LAB-R exam which provides an assessment of the students language levels in speaking, listening, reading and writing. The optional writing assessment for the LAB-R is also administered and kept as an initial evaluation of the student's language production abilities. The NYSESLAT language assessment is also given once a year to all ELL students as further data for student progress. Our assistant principal supervises the administration of the both the LAB-R and NYSESLAT exams. Our three ESL teachers assist in the execution of the exam.
2. Upon entry into our school, parents of potential ELL students are identified through the HLIS. The LAB-R is then administered to these students within the first 10 days of their enrollment. Results are immediately tabulated and a list is compiled of students qualifying for ESL services. These students' parents are called in the next day and given an orientation that includes a video describing the choices for ELL programs in NYC. The orientation also provides a written description of the programs provided in the parent's home language as well as in English. Parents are given the opportunity after the orientation to make a formal choice of a program (Transitional Bilingual, Dual Language, Freestanding ESL) appropriate for their child. Upon their choice, immediate action is taken to enroll the student in the appropriate program.
3. Entitlement letters are given at during the orientation process. Parents are given a choice of Transitional Bilingual Education, Dual Language and Freestanding ESL. Our supervising assistant principal remains in contact with the parent to ensure that entitlement letters, a parent survey and program selection forms are returned.
4. Our school does not have Dual Language or Transitional Bilingual programs. Parents who would indicate that these programs are preferred are referred to the Queens Integrated Service center for placement in one of these programs.
5. So far, however, all parents have indicated that they desired the ESL program provided by our school. Queens Collegiate currently has one student who entered the NYC school system at Queens Collegiate: Fayaz Choudhury. This student and parent were given the complete ELL orientation and selected ESL at Queens Collegiate as their program choice. Our other students entered the NYC school system at other schools and received their orientation and program selection at those schools.
6. Our current ESL program models currently align with the parents' requests.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	17		2	3		1	1			21
<b>Total</b>	17	0	2	3	0	1	1	0	0	21

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							1			6				7
Chinese											1			1

**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
Russian														0
Bengali							1			4	1	1		7
Urdu										1				1
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi							1				1			2
Polish														0
Albanian														0
Yiddish														0
Other										1	1			2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>21</b>

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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
<b>TOTAL</b>	<b>0</b>													

## 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  
 .Part IV: ELL Programming

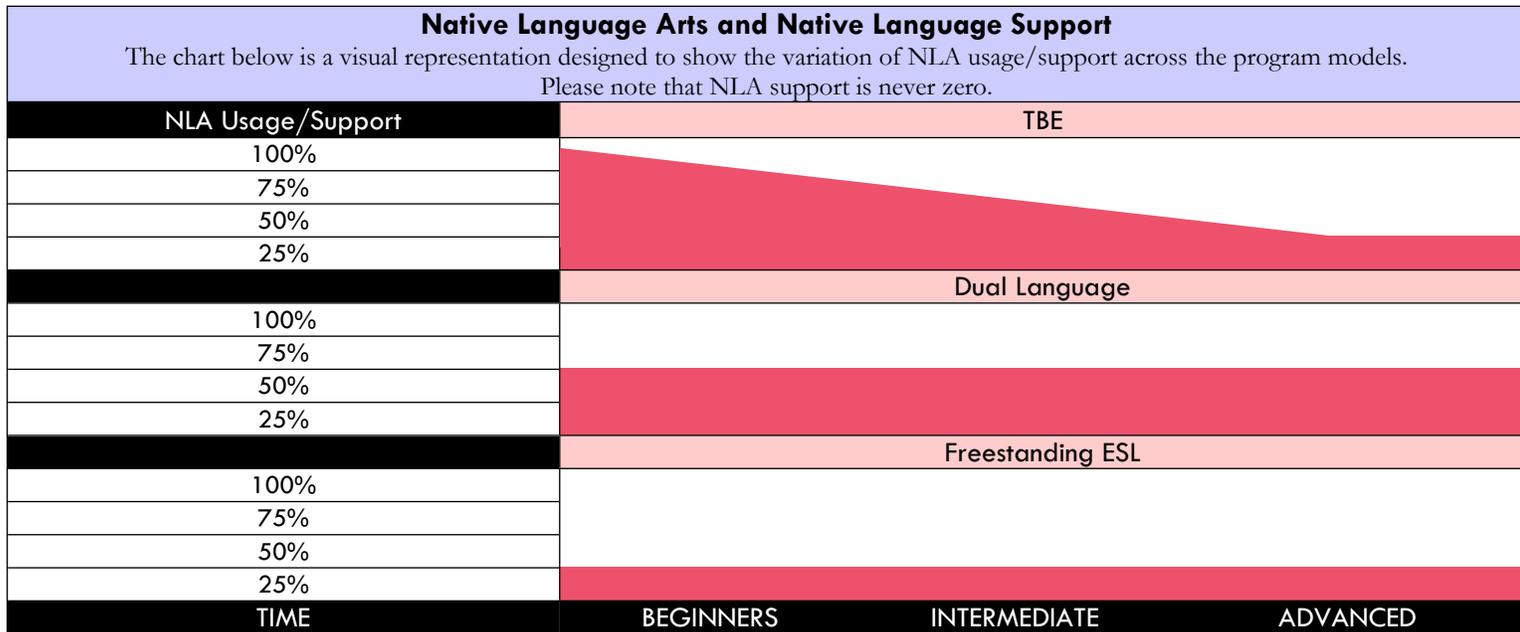
1. Queens Collegiate has chosen to implement an English language immersion program as our ESL instructional model. This language

immersion process has allowed our ELL students to make exemplary gains in language proficiency.

- a. A Push-In Co-Teaching model is used across the curriculum to ensure ELLs access to ESL instruction. All teachers also receive mandated hours of ESL Professional Development from the ESL certified staff and other outside agencies. General Education teachers receive seven and a half hours, and Special Education teachers receive ten hours.
  - b. Our program model integrates ELL students into our general education classes. Students do not travel as a block or group. ELL classes are integrated into the general education model, so some courses are Ungraded and students are enrolled together irrespective to their grade levels but aligned to the content area and credits that they need. Our ELLs are also in Heterogeneous classes so that proficiency levels are mixed in their general education and push-in ESL classes.
2. Because we have 21 ELL students and 3 teachers who are certified in ESL, we are able to meet and often times exceed the CR Part 154 requirements for mandated minutes for our ELL students. Advanced students receive at least one unit or 180 minutes of ELL instruction per week. Intermediate students receive at least 2 units or 360 minutes and beginner students receive at least 3 units or 540 minutes of ESL instruction by a certified ESL teacher.
  3. Our ESL teachers use several strategies to make content comprehensible to our ELL students and to enrich language development. Our English language immersion ESL program ensures that all ELL students have a consistent exposure to the English language at an appropriate level of rigor. Teachers also make native language dictionaries and materials available to students as needed. Teachers use classroom assessments to determine ELL students' comprehension of the content.
  4. Queens Collegiate also makes provisions for its various ELL subgroups.
    - a. At this time we have one ELL student who has been identified as a SIFE student through ARIS. When no data is available, we also use teacher assessments to determine if new students are testing at more than 3 grade levels below NYS standards. Once a student has been assessed as a SIFE, individualized modifications are made to address the needs of the particular student. Because each student's situation may vary, an instructional plan is made for a particular student in conjunction with the ESL teacher and the general education teachers.
    - b. Queens Collegiate follows a plan to have our ELL students attain proficiency according to their English level upon entry into Queens Collegiate. Newcomers (1-3 years in US schools) are expected to make exemplary gains on the NYSESLAT assessment. Our ESL teacher tracks student proficiency gains. Advanced students are assessed for attaining proficiency in one year. Intermediate students are expected to reach the advanced level in one year and to reach proficiency in the next year. Beginner students are also expected to reach advanced level in one year and are expected to reach proficiency in the next year. Additionally, because of NCLB, all ELLs of all proficiency levels are mainstreamed into a regular ELA content area course with the support of a push-in ESL teacher. This is to ensure that they have access and support for the ELA curriculum required for testing.
    - c. Our ESL teachers assess students who have not reached proficiency on the NYSESLAT in the 3-year window so that our school can differentiate instruction and help the student reach proficiency. For these students, it is important that we evaluate their individual challenges and relay this to the general staff so they can be aware of our their specific needs in each of their classes. We currently have five students on our roster, though one is not in attendance, which have 4-6 years of ESL services. Each of these students is enrolled in a writing course designed specifically to target their writing skills, the sub-area in which they scored the lowest on the previous year's NYSELAT.
    - d. Long-Term ELL students are indicated in the NYC ARIS data system. Our assistant principal monitors the progress of these students to ensure that they are making full annual progress. The ARIS system also gives data indicating if students are making full annual progress. We currently have no enrolled and attending Long-Term ELLs this year. However, if we were to have them, we would assess their NYSESLAT sub-area scores and create an educational plan targeting their weakest skills.
    - e. We currently we have three ELLs classified with special needs IEPs. We service these students through our Collaborative Team Teaching instructional program. This program has demonstrated results on the NYC Progress Report. Our school received extra credit for exemplary gains with special education students.

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 5-14 here

.Part IV: ELL Programming

1. Above
  2. Above
  3. Above
  4. Above
  5. Queens Collegiate has targeted intervention for ELLs in ELA, Science and Math using push-in support from our ESL certified teachers. The ESL teachers provide scaffolds for materials and instruction for these students while the content teacher directs the curriculum. We have also created inquiry teams that track the progress of our ELLs across all content areas to ensure that our ELLs are succeeding to the maximum of their capacity. Particular attention is paid to our beginner and long-term ELL students. Interventions for beginner ELLs involve keeping track of their work and ensuring they are being fairly graded in their classes through modifications made to accommodate their language needs. For long-term ELLs, particular attention is given to addressing the specific sub-area in which they need targeted support.
  6. All ELLs at Queens Collegiate are offered continued support and ESL services for up to one year after they transition out of the ESL program. They are also given up to two years of ELL modifications on exams including use of a bilingual dictionary and time and a half extensions.
  7. This year, all our ELLs, along with the rest of the Queens Collegiate student body, will have access to a personal laptop computer during the academic day. This is part of our Innovation Zone pilot program where students are being introduced to the world of online learning and courses. All students at Queens Collegiate are experiencing individualized educational experiences that allow them to discover and acquire content at their own pace in a variety of independent online courses and hybrid traditional classrooms which use technology to supplement and enhance content.
  8. The Freestanding ESL program is being discontinued this year so that we can incorporate more ELLs into the general content areas with the support of push-in ESL teachers. This decision was made after evaluating the transcripts, the progress the ELLs made in Freestanding ESL programs as well as the students' progress on the NYSESLAT from last year. The ESL teachers, general education teachers, and administration agreed that it would be more effective to integrate the ELLs into general education classes with the support of the a push-in ESL teacher so that the ESL teacher could support and supplement the general education curriculum instead of creating a stand-alone ESL class. This is to ensure that all ELLs are receiving enough credits and support to graduate with their cohorts.
  9. All ELLs in our school are given access to all classes and programs. ELLs are provided with native language materials as needed to for these programs. Additionally, all ELLs are enrolled in a mainstreamed advisory curriculum that supports the students affective, academic and college and career-readiness goals. ELLs are specifically placed into advisories with ESL-certified teachers so they can receive language support, but they are also encouraged to partake in the general community.
- All ELLs are also paired with non-ELL student "buddies" as needed in order to increase their social and academic progress. These "buddies" can receive community service credit for their help with the ELLs and can help keep them on track by providing notes and checking on the student's comprehension. This is all in addition to the push-in support the ELL is already receiving from the ESL teacher.

Finally, our ESL staff is also readily available to stay before and after school to provide one-on-one tutoring for the ELLs. Many general education teachers also offer this support, and the ELLs often benefit from the smaller group sizes as well as the more personalized attention.

10. Our ESL teachers make extensive use of additional instructional materials for our ELL students. ELL students have access laptop computers in most of their classes. They can use the online translator programs and dictionaries accessible through the Internet. They also have access to their personal translators and the hard copies of bilingual dictionaries we have ordered for them. Content area teachers are also using programs such as Castle Learning to print out bilingual exams and notes for students as needed.

General education and ESL teachers also provide various scaffolds for ELLs such as graphic organizers, pre-printed notes, and printouts of PowerPoint presentations.

11. Our staff and school community is extremely diverse and representative of the diverse population of our student body, particularly the ELLs. When needed and available, speakers of the ELLs native languages are sought out and used to ensure effective communication. This is especially important when trying to contact the students' parents. In general, however, all language instruction is delivered in English to increase the students' language acquisition. Native language supports are mainly used for important correspondences and conveying complex material.

12. Our required services and resources correspond to the age levels and grade levels of our ELLs as well as our student body at large.

13. Our summer orientation for ELLs is an individualized service where new ELLs and their parents can meet the principal and assistant principal, take a tour of the school, and become familiar with the school programs and policies. ELLs are also invited to partake in the general orientation for newly enrolled students which allows them to meet new students, advisory teachers, who are ESL certified staff, and become familiar with the layout of the school.

14. All students, including our ELLs, are able to enroll in our online language courses. French 1, 2, 3 and Spanish 1 and 2 are currently being offered.

### C. Schools with Dual Language Programs

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

Paste responses to 1-5 here

NA

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

.Professional Development and Support for School Staff

1. Mina Kim, Ali Gharsellaoui, Jennifer Ungar: Certified ESL Staff

Our ESL teachers are in regular communication via email and common planning time with our general education staff regarding the needs of our ELL students. This communication helps our ELL students to transition from one level to the next.

Queens Collegiate uses several electronic systems to maintain contact with our ELL students. We have an online grading system that is rich in

math content with some English content. Our data shows that our ELL students use this system with a much higher frequency than our English native speakers.

2. In addition to the collaboration of ESL and General Education teachers, all ELLs take part in an advisory program that is specifically designed to help students to transition from middle school to high school. The advisory curriculum address their social needs, academic goals, and college and career preparedness and allows them to get to know at least one staff member very well.

3. The mandated 7.5-hour (and 10-hour for Special Education) ELL professional development for the staff at Queens Collegiate is delivered in multiple ways. General Education teachers consistently meet in common planning teams with ESL teachers to address individual concerns. ESL teachers also regularly attend outside ESL workshops and then turnkey this information during team time and during “virtual” meetings on our in-school staff social network. Notes, ideas and worksheets are readily made available to all staff through our online network so that teachers can meet with one another when they are not able to meet face-to-face due to differing schedules.

On professional development days, our ESL staff conducts specialized ESL workshops so that General Education teachers can receive their mandated hours of professional development. All staff members are also encouraged to attend outside workshops related to ESL needs.

### 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  
 .Parental Involvement

1. Queens Collegiate received a top score on the NYC learning environment parent survey for our communication with parents. Our online systems allow us to maintain constant contact to evaluate the needs of our parents. Our school also is structured so that parents have facilitated contact with teachers and our administration.

2. We currently do not have partnerships with other agencies to provide workshops for ELL students. We are currently seeking outside partnerships that may enrich the educational experience for our ELL students.

3. We encourage parents to contact our teachers and our administration through phone calls, e-mails and school visits. We also make home visits as necessary. Our key is to remain in constant contact with our parents. We have a school-wide blog which we use to disseminate information and which parents use to write comments. <http://queenscollegiate.wordpress.com/>

4. We have a Parent Teacher Student Association that meets regularly to plan and discuss the needs of parents, teachers and students. All parents are encouraged to join. We also have a Parent Coordinator on staff who is in regular contact with parents and is able to address the needs of parents.

## 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)										5				5
Intermediate(I)							2			5	2			9

Advanced (A)							1			3	2	1		7
Total	0	0	0	0	0	0	3	0	0	13	4	1	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5			1		1
6					0
7					0
8	4	4			8
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					1				1
5	1		1						2
6									0
7									0
8	6		8		2				16
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					1				1
8	7		7		2				16

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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					1				1
8	12		4						16
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>IntAlgebra</u>	2		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									

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

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

Paste response to questions 1-6 here

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

1. This year Queens Collegiate is administering the optional New York City ELL periodic assessments. We have not yet received data from this administration. As soon as this data is available, we will disaggregate the data to identify the individual needs of our ELL students
2. Our year-over-year data shows that students are making significant gains in speaking and listening, but students are not meeting targets for reading and writing. Our target for reading and writing is for students to advance one level each year. The current pattern is that students are making partial gains, but not a full level.
3. We have changed our ESL model to emphasize reading and writing support by placing one of our ELL teachers as a push-in support in ELA. This will allow our ELL instructor to differentiate directly around reading and writing skills.
4. We have recently changed our periodic assessment to the optional NYC ELL assessments. We have not yet received our first data. Results will be disaggregated to identify the needs of individual students.
5. NA
6. Queens Collegiate has set a target for our ELL students to advance one level each year from beginning to intermediate, intermediate to advanced and advanced to proficient. This is the benchmark that we use to evaluate our program. Currently a pattern has been identified that our ELL students are advancing partial levels, but not full levels.

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/25/10
	Assistant Principal		10/25/10
	Parent Coordinator		10/25/10
	ESL Teacher		10/25/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Queens Collegiate: A College Board School					
<b>District:</b>	28	<b>DBN:</b>	28Q310	<b>School</b>	342800011310	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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			91.6	91.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			93.1	94.4
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	59				
Grade 7	0	0	0			75.9	79.5
Grade 8	0	0	0				
Grade 9	87	88	102				
Grade 10	0	73	91				
Grade 11	0	0	60			0	1
Grade 12	0	0	0				
Ungraded	0	0	0				
<b>Total</b>	<b>87</b>	<b>161</b>	<b>312</b>			<b>2</b>	<b>1</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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		12	21
# in Collaborative Team Teaching (CTT) Classes	6	11	25	Superintendent Suspensions		3	7
Number all others	10	14	22				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0
# receiving ESL services only	2	5	TBD				
# ELLs with IEPs	0	1	TBD				

<b>Number of Staff - Includes all full-time staff:</b>				<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		7	11				
# ELLs with IEPs		3	4				
These students are included in the General and Special Education enrollment information above.		0	0				

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
		1	8	% fully licensed & permanently assigned to this school		100.0	92.3
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		0.0	36.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		86.0	81.8
American Indian or Alaska Native	1.1	0.6	0.0	% core classes taught by "highly qualified" teachers		86.2	60.4
Black or African American	44.8	50.9	51.3				
Hispanic or Latino	16.1	15.5	19.6				
Asian or Native Hawaiian/Other Pacific	34.5	29.8	26.3				
White	3.4	3.1	2.6				
<b>Male</b>	59.8	51.6	51.6				
<b>Female</b>	40.2	48.4	48.4				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category	
In Good		v	Basic	Focused
Improvement Year 1				Comprehensive
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	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)