



P.S. 053 BAY TERRACE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 053 BAY TERRACE
ADDRESS: 330 DURANT AVENUE
TELEPHONE: 718-987-8020
FAX: 718-987-3675

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010053 **SCHOOL NAME:** P.S. 053 Bay Terrace

SCHOOL ADDRESS: 330 DURANT AVENUE, STATEN ISLAND, NY, 10308

SCHOOL TELEPHONE: 718-987-8020 **FAX:** 718-987-3675

SCHOOL CONTACT PERSON: ANNETTE ESPOSITO **EMAIL ADDRESS** AEsposi@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Paul Reformato

PRINCIPAL: ANNETTE ESPOSITO

UFT CHAPTER LEADER: Sharon Coughlin

PARENTS' ASSOCIATION PRESIDENT: Michele Squicciarini

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: NANCY RAMOS/WILLIAM COLAVITO/Christine Etienne

SUPERINTENDENT: ERMINIA CLAUDIO

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
Annette Esposito	Principal	Electronic Signature Approved.
Paul Reformato	Admin/CSA	Electronic Signature Approved.
Christine Mazola	Parent	Electronic Signature Approved.
Michele Squicciarini	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Jennifer Angioli	Parent	Electronic Signature Approved.
MaryAnn Mignoli	Parent	Electronic Signature Approved.
Christine Hanna	UFT Member	Electronic Signature Approved.
Rosemarie Bosek	UFT Member	Electronic Signature Approved.
Barbara Pravato	UFT Member	Electronic Signature Approved.
Frank Squicciarini	Parent	Electronic Signature Approved. Comments: Yes, I approve it.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Bay Terrace School is an elementary school serving 700 students in Pre-Kindergarten through Grade 5. We are based in a middle-class neighborhood in Staten Island, New York, and we are comprised of a dedicated staff of teachers, administrators, paraprofessionals, and other significant individuals. The entire faculty strives to make each student happy and eager to learn while attending school.

Our curriculum is coherent and instruction is differentiated to meet the needs of all students in both general and special education. A product of the technical age, we provide wireless access to the Internet, laptops, and SMART Boards in all classrooms. Our science lab provides hands on experiments on a routine basis. Conscious of our environment, we have 'gone green' and conserve the use of paper and energy when feasible. The entire school participates in a recycling program and fifth grade students make up a recycling committee.

A partnership with the community enriches our learning environment with programs such as Reading Volunteers, Common Cents Penny Harvest, Project Hospitality, Safe House, March of Dimes, Ann Douglas Betta Place Project, Heartwood School, and Bank Street School American History Project and Eger Nursing Home. We are proud of our "Partnership in Education" with the US Coast Guard. P.S. 53 showcases its talents by entering various contests. We participate in Spelling Bees, Choral and Band Concerts, Ezra Jack Keats Book making Contest, Storytelling Festival, Poetry Festival, Math Blaster, Water Conservation, Science Expo, Ecology Fair and Fourth Grade "Readers are Leaders."

Technology is being used to share information and best practices in classrooms. We have also initiated an instructional strategy school wide, the "Word Wizard" program which enhances the use of vocabulary.

Incentives provided by the school are geared towards improving attendance. A computer generated list calls parents to notify them of their child's absences or lateness.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 053 Bay Terrace								
District:	31	DBN #:	31R053	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	47	36	36		93.2	94.4	TBD		
Kindergarten	112	106	87						
Grade 1	101	111	120	Student Stability - % of Enrollment:					
Grade 2	121	113	117	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	109	114	113		97.1	95.83	TBD		
Grade 4	93	112	120						
Grade 5	122	96	118	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		19.1	17	25.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	2	TBD		
Grade 12	0	0	0						
Ungraded	0	1	2	Recent Immigrants - Total Number:					
Total	705	689	713	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	1	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	27	34	Principal Suspensions	2	3	TBD		
# in Collaborative Team Teaching (CTT) Classes	65	56	61	Superintendent Suspensions	0	0	TBD		
Number all others	50	49	44						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	21	17	14	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	2	Number of Teachers	57	55	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	7	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	96.5	92.7	TBD
				% more than 2 years teaching in this school	70.2	69.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	63.2	65.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	98	100	TBD
American Indian or Alaska Native	0.6	0.7	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.6	100	TBD
Black or African American	1.7	2.5	3.4				
Hispanic or Latino	7.9	9.1	8				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.8	4.5				
White	86.2	83.2	81.9				
Multi-racial							
Male	55.7	54.9	55.7				
Female	44.3	45.1	44.3				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	76	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The percent of students meeting or exceeding State Standards in ELA for the 2009-2010 school year is 66.9%.

The percent of students meeting or exceeding State Standards in Math for the 2009-2010 school year is 80.8%.

70% of students in grades 3-4-5 made at least one year of progress on the 2009-2010 ELA exam.

74.0% of students in grades 3-4-5 made at least one year of progress on the 2009-2010 State Math exam.

PS 53 received a grade of Well Developed on the Quality Review of December 5-7, 2007. Since PS 53 received a score of "B" on the 2007-2008 Progress report and received a grade of Well Developed on the Quality Review. There was no Quality Review necessary for the 2008-2009 school year.

Additionally, PS 53 received a score of "A" on the Progress Report for the 2008-2009 school year; and a score of "B" on the Progress Report for the 2009-2010 school year. The 2009-2010 Progress Report was normed at a much higher level than the prior year and only 25% of schools in NYC were eligible to receive an "A" on the Progress report.

PS 53 is working and participating on Inquiry teams to help to differentiate instruction to ensure that all students are receiving instruction in the necessary areas to make improvement.

PS 53 is also working with Carl Anderson to expand teacher expertise in the assessment of writing.

All classroom teachers will use student performance data to plan for instruction.

Professional Development is being implemented for second and third grade teachers in order to improve teaching strategies in Math.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 96% of the schools' teachers will work on inquiry teams to plan and implement targeted instruction for students performing below grade level standards in ELA as measured by the DRA-2; as well as utilizing other database information for differentiated instruction.	<input type="checkbox"/> By June 2011, 96% of the schools' teachers will work on inquiry teams to plan and implement targeted instruction for students performing below grade level standards in ELA as measured by the DRA-2; as well as utilizing other database information for differentiated instruction.
<input type="checkbox"/> By June 2011, all classroom teachers will use student performance data to plan for focused, small group strategy instruction in ELA as measured by classroom walk through and observations.	<input type="checkbox"/> By June 2011, all classroom teachers will use student performance data to plan for focused, small group strategy instruction in ELA as measured by classroom walk through and observations.
<input type="checkbox"/> To expand teacher expertise in the assessment of writing;by June 2011, 100% of classroom teachers will participate in research based professional development in order to create genre specific rubrics (expository, narrative and information) aligned with the Common Core Standards.	<input type="checkbox"/> Classroom teachers will expand the expertise in the assessment of writing through a grant from Staten Island Foundation, along with partnering with Carl Anderson for staff development.

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>By June 2011, 96% of the schools' teachers will work on inquiry teams to plan and implement targeted instruction for students performing below grade level standards in ELA as measured by the DRA-2; as well as utilizing other database information for differentiated instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In September and October, classroom teachers will revisit the appropriate use of ARIS with students who are performing below grade -Grade level Inquiry Teams will meet weekly on Wednesday afternoons to engage in Inquiry Work. -Core team members (Data Specialist/SETTS Teacher, Lead Teacher, AIS Teacher) will support grade Inquiry Teams in the use of student performance data to select student populations outside the sphere of success, analyze student performance data to determine skill area, research and implement instructional strategies, and monitor effectiveness of instructional strategies. -Tune Into Reading Program for extended day at-risk students 3x/wk/1 period. -Tune Into Reading Program for all 12:1:1 students 3x/wk/1 period.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/>Classroom teachers-TL reimbursable; -Special Education, CTT Teachers-TL monies; ELL Teacher-TL monies -SETTS Teacher-TL monies; Cluster Teachers-TL monies; -Per Session (Data Specialist allocation) (Pending appeal approval) -Per diem (prep periods) for Core Team (Inquiry allocation); -Tune Into Reading-Grant monies</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Daily walkthrough of random classes Informal Observations Formal Observations Goal Setting Meetings DRA review Monitoring for success monthly review
---	--

Subject Area
(where relevant) :

Writing

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To expand teacher expertise in the assessment of writing; by June 2011, 100% of classroom teachers will participate in research based professional development in order to create genre specific rubrics (expository, narrative and information) aligned with the Common Core Standards.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Two teachers from each grade will go on monthly workshops by Carl Anderson and turnkey to the other teachers on the grade. Carl Anderson will visit PS 53 and visit classes and feedback on the implementation of the program. Inter visitations will be made in school as well as with our partner schools of PS 48, PS 80, PS 35. This program will assist teachers in planning, providing demonstration lessons, and provide feedback to teachers on the lessons observed. In conjunction with Carl Anderson, the five turnkey teachers are going to align the assessment of the writing process with with the Common Core Standards.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Classroom teachers-TL reimbursable; -Special Education, CTT Teachers-TL monies; ELL Teacher-TL monies -SETTS Teacher-TL monies; Cluster Teachers-TL monies; -Per Session (Data Specialist allocation) (Pending appeal approval) -Per diem (prep periods) for Core Team (Inquiry allocation); -Tune Into Reading-Grant monies,and a Grant from The Staten Island Foundation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Monthly feedback from meetinge with Carl Anderson</p> <p>Monthly feedback from common prep meetings</p> <p>Monthly review of student writing</p> <p>Quarterly review from visits with Carl Anderson at PS 53</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 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	21	21	N/A	N/A	7	5	2	
1	28	28	N/A	N/A	5	5	3	
2	31	31	N/A	N/A	7	6	2	
3	43	43	N/A	N/A	8	3	2	
4	47	47	47	47	7	4	2	
5	54	54	54	54	7	2	2	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Foundations-small group during the school day Wilson-small group during the school day Tune Into Reading- small group during the school day and in extended day Extended Day 50 Minutes-extended day (small group) Inquiry Work - Extended Day (small group) Inquiry Work - during school day (small group) Push In / Pull Out- small group during the school day Non-Fiction Skill Builders Simple Solutions Grammar Mechanics during school day
Mathematics:	<input type="checkbox"/> Extended Day 50 Minutes-extended day small group Push In / Pull Out- small group during the school day Harcourt Math - during school day (small group)

Science:	<input type="checkbox"/> Push In / Pull Out- Small Group During the school day Extended Day 50 Minutes-Extended Day Small Group
Social Studies:	<input type="checkbox"/> Push In Pull Out During the school day Extended Day 50 Minutes- Extended Day Program
At-risk Services Provided by the Guidance Counselor:	1:1 Counseling - Provide support through individualized counseling, and behavior modification. Group Counseling- Provide support with group counseling, peer relations, work on social skills, classroom management, positive reinforcement, and behavior modification.
At-risk Services Provided by the School Psychologist:	Counseling- In and out of class instruction based on needs of the class or student;ie.., conflict resolution
At-risk Services Provided by the Social Worker:	Counseling- In and out of class instruction based on needs of the class or student;ie.., conflict resolution Parental consultation for at -risk students Follow up for Chil Abuse situations
At-risk Health-related Services:	Open Airways (Asthma awareness program)

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)

None

Number of Students to be Served:

LEP 16

Non-LEP 2

Number of Teachers 1

Other Staff (Specify) 14

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.

N/A

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.

At P.S. 53, we have weekly grade meetings that are held during common preparation periods to plan for instruction. In addition to these grade meetings, we now have in-house professional development and planning time every Wednesday afternoon from 2:35-3:25 PM. These valuable planning times allow the teachers to collaborate to ensure best practices for all students, and allows administration to plan professional development opportunities for teachers in the needed areas.

As for the required 7.5 hours of ESL training that all teachers are provided to possess, we keep documentation and certificates on file for each teacher in the building. Any new teachers are required to either go to an outside workshop and bring back their certificate, or they will be provided with the training in-house as ongoing professional development throughout the school year. The training planned for this year will be geared to compliance issues, implementing appropriate strategies in the classroom and setting up predictable routines and signals in the classrooms to reduce the anxiety of any student.

At
At
A

Section III. Title III Budget

School: **PS 53**
BEDS Code: **353100010053**

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	36,814.00	<input type="checkbox"/> Three days of ELL instruction is provided to all mandated ELL students. This is funded through the Fair Student Funding allocation.
Purchased services - High quality staff and curriculum development contracts	422.00	<input type="checkbox"/> <input type="checkbox"/> Translation services are provided mainly during Parent Teacher Conference Days for non-english speaking parents.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1653.00	<input type="checkbox"/> <input type="checkbox"/> This allocation allowed was utilized to purchase paper to send school information to non-english speaking parents in their native language. Remedial reading books were purchased. Picture Dictionaries were purchased for children to utilize which are appropriate for many languages.
Educational Software (Object Code 199)	0.00	<input type="checkbox"/> N/A
Travel	0.00	<input type="checkbox"/> N/A
Other	0.00	<input type="checkbox"/> N/A
TOTAL	2075	

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. Upon registering students, parents are given the New York City Department Of Education's Parent/ Guardian Home Language Identification Survey (HLIS). These forms are available in several languages. If "other" is indicated in two or more places for questions 1 through 4 and for questions 5 through 8, the student is eligible for LAB testing to determine if the student is in need of ELL services. An Interview process with the parent or translator then takes place to determine if the forms are correctly answered. We have received a translation and interpretation services allocation. We utilize this funding by purchasing supplies and materials for the ELL students, as well as provide translation services for non-English speaking parents during Parent / Teacher Conferences in the Spring and Fall.
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. Based on the New York City Department of Education Parent/ Guardian HLIS forms findings show 4 Russian, 5 Spanish, 1 Arabic, 1 Albanian and 2 Chinese. The parent coordinator and classroom teachers were made aware of the findings. Pertinent information is sent home to the parents in their native language.

Part B: Strategies and Activities

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

The NYC Department of Education provides material in various languages at the start of the school year. As the need arises, Parent coordinator will provide translation services to parents through the use of the Parent Support Office and Translation and Interpretation Unit. We are fortunate that we have bilingual employees who work in the school. When necessary they provide translations.

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.

Language interpreters will be available during open school week, parent conferences, and IEP conferences to assist parents in need of language assistance services. As the need arises, staff members who are bilingual are willing to assist in oral communication.

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>.

Each parent who requires language assistance services will be provided with written notification of their rights regarding translation and interpretation services in the home language and instructions on how to attain such services. Posted in a conspicuous location at the entrance will be a sign in each of the targeted languages indicating the office where a copy of this written notification can be obtained. The school's safety plan will contain provisions for communicating with non-English speaking parents .

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population. Any students identified to be in temporary housing will have the services of all Guidance personnel available to the child as well as the family. All supplies needed to educate the child will be provided. The parent coordintaor will reach out to the community for additional support.

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).
0

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

Any student identified to be in temporary housing will have the services of all Guidance personnel available to the child as well as the family.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_31R053_110110-102026.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.

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA 533	District 31	School Number 053	School Name Bay Terrace School
Principal Annette Esposito		Assistant Principal Paul Reformato	
Coach		Coach	
Teacher/Subject Area Erin Lanza/ESL Teacher		Guidance Counselor Jodi Sanchez	
Teacher/Subject Area Sharon Coughlin/SETTS		Parent	
Teacher/Subject Area Dean Razzore/OPT/Testing		Parent Coordinator Angela Navorino	
Related Service Provider		Other	
Network Leader Nancy Ramos		Other Kim Benedetto/IEP/AIS	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	692	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	2.31%
------------------------------------	------------	----------------------	-----------	---	--------------

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.

The Language Allocation Policy is a living document shared with staff members. The LAP team for PS 53 consists of: school administrators, parent coordinator, testing coordinator, ESL teacher, SETSS teacher, AIS teacher, Guidance Counselor and participating classroom teachers. Our ESL teacher is certified in Common Branch and Special Ed and is presently enrolled in the TESOL Program at Touro College.

P.S. 53 is located on the South Shore of Staten Island. It serves a population of 692 students in Pre K-5. Sixteen of them are English Language Learners.

Upon registering students, based on the CR-Part 154, parents are given the New York City Department of Education's Parent/Guardian Home Language Identification Survey (HLIS). These forms are available in several languages, and assistance is available to those in need of it. If it seems that there is another language present in the home a certified pedagogue from the LAP team will sit and interview the parent and child. It will then be determined, based on NYS requirements, if the child is eligible for LAB testing. The score of the LAB-R test will determine if the child will be provided with ELL services. A child who is placed in an ELL Program may only be removed from it when they have been tested as Proficient on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is given to all eligible ELL students each year. All tests are administered by the ESL or SETSS teacher. The data patterns across NYSESLAT modalities will have an impact on instructional planning for the following school year.

All students that are eligible for ESL services at our school are tested and placed within 10 school days, as per New York State requirements. Therefore, it is very important that we provide our parents with the information necessary to choose the ELL placement of their choice. Entitlement letters are sent home in their native language, and parents are invited into the school for a new parent orientation presented by the ESL teacher to help them make informed choices. At this time all programs will be explained, a video on program choice and brochures on program choice will be available. Both video and brochures are provided in native languages. These tools are also available for parents to view at their convenience. Various workshops are ongoing throughout the school year and parent involvement is always encouraged. The ESL teacher will provide follow up phone calls to parents not attending the orientation or returning the forms. All forms are housed in an ELL binder located in the assistant principal's office. In the event that a parent does not select a program they will be marked as TBE, but placed in a freestanding ESL until the requirements for a new class are met. They may not opt out if ESL instruction.

P.S. 53 has received a Translation and Interpretation Services allocation in which we utilize this funding to provide translation services for non-English speaking parents. We also have several bilingual staff members who assist in oral and written translation to parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. Even though PS 53 only offers a free standing ESL program, all ELL programs are explained. In tracking the existing ELL students the trend in program choice has been leaning toward ESL services. Of the 16 children receiving services 9 of them chose ESL, whereas only 2 chose Dual Language and the rest either chose Transitional Bilingual or no choice at all as their program choice. Therefore, the model

offered at our school is in alignment with parent requests. Outreach to other schools is ongoing to support parent requests for dual language and transitional bilingual programs. Additional software and literature has been purchased to support those requiring bilingual support. All parent choice letters are also kept in the ELL binder as well as in the child's cumulative folder.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	0	3	2	0	1	0	0	0	16
Total	14	0	3	2	0	1	0	0	0	16

Number of ELLs in a TBE program who are in alternate placement: 0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	1	0	1	2	0	0	0	0	0	0	0	0	0	4
Chinese	1	0	0	0	1	0	0	0	0	0	0	0	0	2
Russian	1	2	1	0	1	0	0	0	0	0	0	0	0	5
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Other	0	1	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	3	3	2	5	2	1	0	16						

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.

The languages represented in our school are Russian (5), Spanish (4), Albanian (3), Chinese (2), Arabic (1) and Italian (1). Of the 16 ELL's, 14 are receiving service for less than 3 years, and 2 are receiving services for more than 3 years. There are presently no SIFE children and 4 special education children in the program. We offer only a freestanding English as a Second Language Program as a pull-out done by a certified F-status teacher, three days a week. The remainder of the minutes, as per the NYS CR Part 154, is provided by the classroom teacher in a consultative model with the ESL teacher. Each grade has one ESL group. We also have three 12:1:1 classes in the building, as well as a CTT on every grade. At our school we presently have push-in SETSS and AIS services for many of our ELL students. We are working on scheduling for push-in ESL.

P.S. 53 uses a Balanced Literacy program which follows the Teacher's College Workshop Model. We have a comprehensive language and literacy framework designed to support young readers and writers. Implementing a quality literacy program begins with a commitment to serve all students. Readers who need extra help are not identical to one another. In fact they are very diverse. We as educators need to adjust our materials and teaching for individual learners, and the balanced literacy approach helps us to do just that. Although the content may vary by grade, the essential elements of the framework should remain constant:

- Language: Using oral language – discussing, sharing, questioning and describing is a key component to teaching reading and writing.
- Literacy: We can not overlook the strong connection between Reading and Writing. And should realize how they compliment one another when teaching.
- Literature: Recognizing the value of great literature in the classroom.
- Content: Learning in the content area is the basis for this program. Students read and write about topics related to science, social studies, math and other genres. Mixing the language arts curriculum with other genres increases the sophistication of the language students use.

Our Mathematics program is Everyday Math in grades K-5. The Everyday Math program is a research based program created by the University of Chicago School Math Program. The program is designed to develop basic math skills through repeated exposure. Mathematical language is also developed through modeling, demonstrations and manipulatives. The program is also designed to support the ELL's by incorporating many strategies that are proven to help linguistically diverse students.

At P.S. 53 our classrooms are being filled with a growing number of English Language Learners. Some are eligible for services, some are not, and some are former ELL's who may still need academic support in language. These facts just add to the need for all teachers to seek out effective strategies to reach all students. Therefore, at P.S. 53 we realize that the role of the classroom environment in supporting children's language acquisition at every stage is important and cannot be ignored. All teachers servicing ELL's are responsible for providing understandable language, along with whatever supports are necessary to convey meaning to the student(s). Using approaches and materials that add context to the language – props, gestures, pictures, etc. – all contribute to the child's acquisition and production of language. All activities should be structured so that English Language learners, at any instructional level, could participate at a level of comfort.

Our school offers our teachers the help and support so that they in turn can support their ELL's regardless of their stage of language development, or how many years they have been in the country. English Language Learners can successfully acquire language and content if they are given the appropriate scaffolding, and are assessed in ways that allow them to demonstrate understanding and knowledge.

At this time we presently do not have any SIFE children in our building. However, there are plans already in place. Aside from the teacher support and strategies mentioned above, we have several Academic Intervention Services available for these children. Some of them are: Extended Day Programs, Tune Into Reading, Wilson Reading as well as several other at risk services.

Our newcomers are being taught language acquisition using various approaches and materials in the classroom, as well as in the pull-out ESL program. Some of these approaches include, but are not limited to visual imaging, TPR (Total Physical Response), scaffolding, using realia, props and gestures. They also are offered Extended Day Programs, Reading Volunteers as well as at risk services.

We presently do not have any Long -Term ELLs at PS 53, but we do have children receiving services for 4 to 6 years. For both groups we plan on utilizing technology to further support the students in the classroom as well as in the pull-out program. Our SETSS teacher is presently servicing many of these students by pushing into their classrooms for support in the content areas. Several programs, like Non-fiction Skill Builders have been purchased and are being implemented throughout the building. We also highly recommend that these students participate in the available AIS programs, and in some cases are looking into alternative testing to determine if there are any other underlying issues.

There are several special needs children in our building that are either current or former ELLs. Of the thirteen current ELL students, two of them are in 12:1:1 classes. Like the general education population they are using a Balanced Literacy Program which follows the Teachers College Workshop Model. This model is used across all grade levels, and effectively meets the needs of each level. While independent reading allows the students to read on his or her own level, the shared reading component is a way to model concepts of print and literature. Many special needs students greatly benefit from the modeled strategies, and follow-up activities that support literacy understanding. The special education teachers use various materials and strategies, such as props, gestures, visual imaging and realia, to

convey meaning to their special need ELL students. These students are heterogeneously mixed with the other ELL students for services, and are also participating in various AIS programs.

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

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

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

A. Programming and Scheduling Information--Continued

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

P.S. 53 also offers a variety of Academic Intervention Services for ELA and Mathematics. In addition to the support services (Speech, Occupational Therapy, Counseling, Hearing, and Adaptive physical Education, SETTS, AIS, PPT and ESL), we also offer the following:

- § Extended Day Programs: K-5
- § Reading Volunteers: Grades K-2
- § At Risk ELL's: Grades K-5
- § At Risk Speech (SLIP): Grades K-5
- § At Risk Counseling (ERSSA): Grades K-5
- § At Risk (SETTS): Grades K-5
- § Foundations: Grade K-1-2
- § Wilson Reading: Grades 3-4-5
- § Tune Into Reading: Grades 3-5
- § Inquiry Team: Grades K-5
- § Singapore Math
- § Sun Dog Theatre Program 2-4
- § Additional programs offered through the After School Center

The above AIS services have been created to help all of our students in their weakness areas. These programs not only service many of our present ELL students, but also our former ELL students. They offer them added support that they may need to find success in school. We are seeking to increase learning with technology in our building. All of our classrooms are equipped with computers and Smart Boards, and there are Lap Tap Computers available for use in the building. For the students who speak other languages there are software programs available to them in their native languages, as well as picture dictionaries, glossaries and trade books available throughout the building in various languages. We will continue to build on these native language libraries as more and more languages enter our school building.

This year we have added a Theatrical program for several grades. However, due to funding we have lost our Reading Recovery Program.

It is our school policy toward the end of the school year to try to prepare all students for the grade that lies ahead of them. We not only plan stepping up and graduation ceremonies for students, but we offer visitations to other schools for the fifth graders, and tours of our rooms for the Pre-K and Kindergarteners. There are also several parent workshops done to prepare parents and children for the year to come.

B. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

C. 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.

At P.S. 53 we have weekly grade meetings that are held on common prep periods to plan for instruction. In addition to these grade meetings we now have in house professional development and planning time every Wednesday afternoon from 2:35-3:30. These valuable planning times allow the teachers to collaborate to ensure best practices for all students, and allow the administration to plan professional development opportunities for teachers in the needed areas. All administrators, teachers, paraprofessionals and the parent coordinator are included in these professional development afternoons, several of them addressing topics concerning ELL students.

As for the required 7.5 hours of ESL training that all teachers are required to possess, we keep documentation and certificates on file for each teacher in the building. Any new teachers are required to either go to an outside workshop and bring back their certificate, or they will be provided with the training in-house as ongoing professional development throughout the school year. The training planned for this year will be geared to compliance issues, implementing appropriate ESL strategies in the classroom and setting up predictable routines and signals in the classrooms to reduce the anxiety of any students learning English. Our fifth grade teachers also are sent to visit the middle schools with their students. They are apprised of issues and concerns that they should discuss in class to prepare their students for the upcoming school year.

D. Parental Involvement

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

At P.S. 53 we encourage parental involvement. Our parent coordinator goes above and beyond to reach out to all families and encourage them to join in the school community. Our Home Language Survey along with teacher assessment and recommendations, and PTA information surveys allows us to reach to all families in their native language. Parents needs are carefully considered when planning workshops. We presently are planning to provide a workshop for ELL parents seeking to learn English themselves. Therefore, in addition to curriculum conferences and parent teacher conferences we offer several opportunities for the parents to be in the building interacting with the children, other parents and staff members. Some of the things planned at P.S. 53 are:

- § Newcomer's Tea
- § ELL Orientation
- § Book Fair
- § Wonder Walk for The March of Dimes
- § International Festival
- § Misbehavior or Mistaken Behavior Workshop
- § Empowering Your Child To Be Healthy & Safe Workshop
- § Stress Reduction Workshop – Family Day at Petrides
- § Holiday Fair
- § Toy Drive
- § ELL Workshops
- § Literacy Night
- § Family Math Workshop
- § Bookmaking Workshop
- § Science Fair
- § I.S. 24 Orientation Workshop for P.S. 53 Students

A. Assessment Breakdown

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

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

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

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

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

At P.S. 53 we use the Developmental Reading Assessment tool (DRA) to assess the early literacy skills of all students. The teacher will individually test each child on a range of skills (accuracy, comprehension, fluency). This test allows the teachers to match the scores with independent reading levels for each child.

After looking at all of the testing data that we have collected we feel that P.S. 53 is on the right track. In the Spring of 2010 seven out of 13 students tested as proficient on the NYSESLAT exam, and in the Spring of 2009 seven out of fifteen students tested as proficient on the NYSESLAT exam, a significant improvement from the Spring of 2008 whereas we had no students test proficient out of thirteen.

Our school inquiry team uses all data, including the Periodic Assessments, to help drive instruction and to target the children in need of AIS services. The data patterns across NYSESLAT modalities will have an impact on instructional planning. The most significant pattern that we have seen is a drop in overall ELA scores. Therefore our present schoolwide inquiry question is, How can we support our students' reading in order to strengthen and deepen their reading comprehension? Based on previous scores from the NYSESLAT we can use more help in reading and writing.

Overall the ELL students at P.S. 53 are finding success, even though research has proven freestanding ESL to be the least successful model for teaching English Language Learners. In collaboration with AIS programs and teachers using best practices, we have had success in moving students scores in an upward direction.

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.

Sample Schedule Attached

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

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

	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 053 Bay Terrace					
District:	31	DBN:	31R053	School		353100010053

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		93.2	94.4	93.8
Kindergarten	106	87	101				
Grade 1	111	120	91	Student Stability - % of Enrollment:			
Grade 2	113	117	114	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	114	113	112		97.1	95.8	96.2
Grade 4	112	120	119	Poverty Rate - % of Enrollment:			
Grade 5	96	118	117	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		19.1	25.7	34.3
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	2	0
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	1	0
Ungraded	1	2	2				
Total	689	713	692				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	34	36	Principal Suspensions	2	3	2
# in Collaborative Team Teaching (CTT) Classes	56	61	66	Superintendent Suspensions	0	0	4
Number all others	49	44	36				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	17	14	TBD	Number of Teachers	57	55	56
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	10	10	6

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	7	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	96.5	92.7	100.0
				% more than 2 years teaching in this school	70.2	69.1	91.1
				% more than 5 years teaching anywhere	63.2	65.5	83.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	100.0	98.2
American Indian or Alaska Native	0.7	0.7	0.4	% core classes taught by "highly qualified" teachers	98.6	100.0	100.0
Black or African American	2.5	3.4	2.9				
Hispanic or Latino	9.1	8.0	9.1				
Asian or Native Hawaiian/Other Pacific	3.8	4.5	4.2				
White	83.2	81.9	82.9				
Male	54.9	55.7	55.2				
Female	45.1	44.3	44.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

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

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

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