



STATEN ISLAND TECHNICAL HIGH SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 31R605
ADDRESS: 485 Clawson Street, Staten Island, New York 10306
TELEPHONE: (718) 667-5725
FAX: (718) 987-5872

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: R605 SCHOOL NAME: **Staten Island Technical High School**

SCHOOL ADDRESS: **485 Clawson Street, Staten Island, New York 10306**

SCHOOL TELEPHONE: **(718) 667-5725** FAX: **(718) 987-5872**

SCHOOL CONTACT PERSON: **Vincent A. Maniscalco** EMAIL ADDRESS: **vmanisc@schools.nyc.gov**

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSONS: **Sue Dietrich & Julie Larsen**

PRINCIPAL: **Vincent Maniscalco**

UFT CHAPTER LEADER: **Eric Olsen**

PARENTS' ASSOCIATION PRESIDENT: **Rosemarie Giovinazzo-Barnickel**

STUDENT REPRESENTATIVE:
(Required for high schools) **Philip Reilly**

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

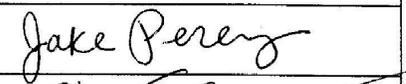
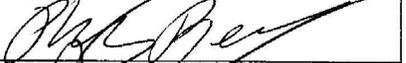
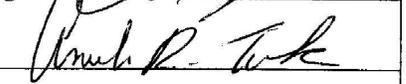
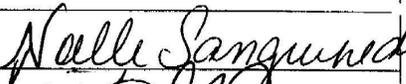
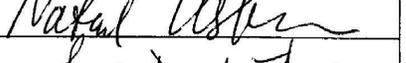
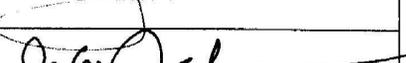
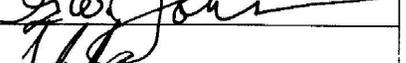
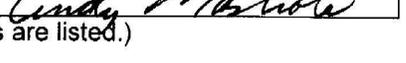
DISTRICT: **31** SSO NAME: **Children First Network 201**

SSO NETWORK LEADER: **Gerard Beirne**

SUPERINTENDENT: **Aimee Horowitz**

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Vincent Maniscalco	*Principal or Designee	
Eric Olsen	*UFT Chapter Chairperson or Designee	
Rosemarie Giovinazzo-Barnickel	*PA/PTA President or Designated Co-President	
Not-Applicable	Title I Parent Representative (suggested, for Title I schools)	_____
Not-Applicable	DC 37 Representative, if applicable	_____
Jake Perez	Student Representative <small>(optional for elementary and middle schools; a minimum of two members required for high schools)</small>	
Phillip Reilly	Student Representative <small>(optional for elementary and middle schools; a minimum of two members required for high schools)</small>	
Amelia Tworek	Student Representative <small>(optional for elementary and middle schools; a minimum of two members required for high schools)</small>	
Not Applicable	CBO Representative, if applicable	_____
Noelle Sanguinedo	Member/Assistant Principal	
Kristen Fusaro	Member/Teacher	
Alexis Kirschbaum	Member/Teacher	
Nataliya Ushakova	Member/Teacher	
Sue Dietrich	Member/Parent	
Jay Duskin	Member/Parent	
Gary Johnson	Member/Parent	
Julie Larsen	Member/Parent	
Cindy Mastrotta	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Staten Island Technical High School provides a demanding and challenging college preparatory curriculum emphasizing mathematics, science, computers, engineering and the humanities. Along with a highly engaging, rigorous core curriculum, all students are scheduled for technical courses in Computer Software, Technical Drawing, Electronics, and AutoCAD. Students may participate in the school's Science Engineering Research Program (SERP) and selected internships.

The students at Staten Island Tech have the opportunity to take Advanced Placement courses in Physics, Chemistry, Biology, Calculus, English, Social Studies, and Russian. In addition, elective courses are offered in Forensics Science and Advanced AutoCAD. Students interested in the performing arts may participate in band, ensembles, dance and drama. Additionally, all freshmen and sophomores are required to take one semester of writing.

As part of the school's co-curricular and extended-day program, students have the opportunity to participate in a variety of activities, such as student government, publications, performing arts programs, PSAL teams that foster the development of a well-rounded scholar athlete, and various college-credit courses offered on site.

Staten Island Technical High School's mission is to preserve an atmosphere of academic excellence as evidenced by our school's overall performance on N.Y.S. Regents and Advanced Placement Examinations.

Tech provides a nurturing and challenging educational environment developing exemplary character, scholarship, service, leadership, and citizenship. Upon completion of SITHS' rigorous program of study, students will be prepared to enter and succeed in post-secondary study in engineering, science, mathematics, foreign language, social science, liberal arts, health, physical education, and performing arts. The SITHS community fosters the development of well-rounded scholars through participation in athletics, student activities and community service.

In support of its mission, Tech pledges to:

- sustain close communication between home and school that ensures greater parent involvement
- continue our usage of state-of-the-art technology and writing across the curricula
- provide ongoing professional development, and
- encourage student involvement in local and global issues including lifelong fitness and health awareness.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Staten Island Technical High School								
District:	31	DBN:	31R605	School BEDS Code:	353100011605				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.2	96.2	TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment:					
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	0	0	0		99.8	99.9	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment:					
Grade 4	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	0	0	0		7.1	6.2	13.8		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		0	1	TBD		
Grade 9	203	231	285	Recent Immigrants - Total Number:					
Grade 10	291	213	229	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	226	290	212		0	1	0		
Grade 12	192	224	289	Special Education Enrollment:					
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	912	958	1015		0	1	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of 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	0	Principal Suspensions	24	28	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	TBD		
Number all others	3	6	9	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	N/A	955	724		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	51	51	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	1	1	0						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	16	17	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	98.1	100.0	TBD
				% more than 2 years teaching in this school	64.2	73.1	TBD
				% more than 5 years teaching anywhere	67.9	71.2	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.2	0.2				
Black or African American	1.6	2.1	2.2				
Hispanic or Latino	4.2	4.4	4.9				
Asian or Native Hawaiian/Other Pacific Isl.	20.5	24.0	28.6				
White	73.7	67.5	63.8				
Male	55.0	56.8	59.3				
Female	45.0	43.2	40.7				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			√
Math:				Math:			√
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				√	√	-	
White				√	√		
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient							
Economically Disadvantaged				-	-	-	
Student groups making AYP in each subject				3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	85.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	24.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	49.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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 school's 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?

2009-2010 LEARNING ENVIRONMENT SURVEY HIGHLIGHTS

NYC School Survey 2009-2010 Report	Staten Island Technical High School Principal: VINCENT MANISCALCO School Type: High School School Number: 31R605
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Dear Members of the School Community,

This report tells you what parents, teachers and students said about learning conditions at your school in our annual survey. This information is designed to support a dialogue among all members of the school community on how to make the school a better place for learning.

Taking the time to reflect on how well we serve children is an important step in improving our schools. Special thanks to all parents, teachers, and students who filled out a survey this year, and to those who work year-round to improve student learning.

Joel I. Klein
Chancellor

What do the colors mean?

Green indicates high levels of parent, teacher, or student satisfaction compared to other schools. **Red** indicates low levels of satisfaction. In reviewing your school's results, you might look at how well the school performed in each survey category, how well the school did overall, where it has the greatest strength (**green**), and where it needs the most improvement (**red**).



How did your school perform on the survey compared to all high schools?

	Score out of 10	Your School's Comparison	Change from Last Year
Academic Expectations	8.3		↗
Communication	7.1		↑
Engagement	7.6		↗
Safety & Respect	8.3		→

What are your school's strengths and areas for improvement?

	Parents	Teachers	Students
Academic Expectations			
Communication			
Engagement			
Safety & Respect			

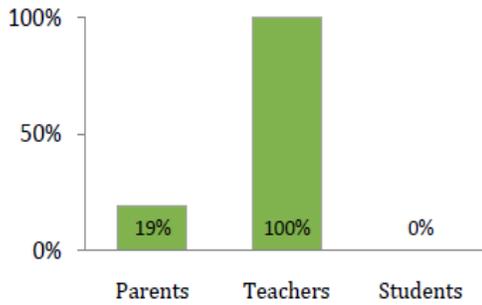
Areas in Most Need of Improvement

Parents - Communication
 Teachers - Communication & Engagement

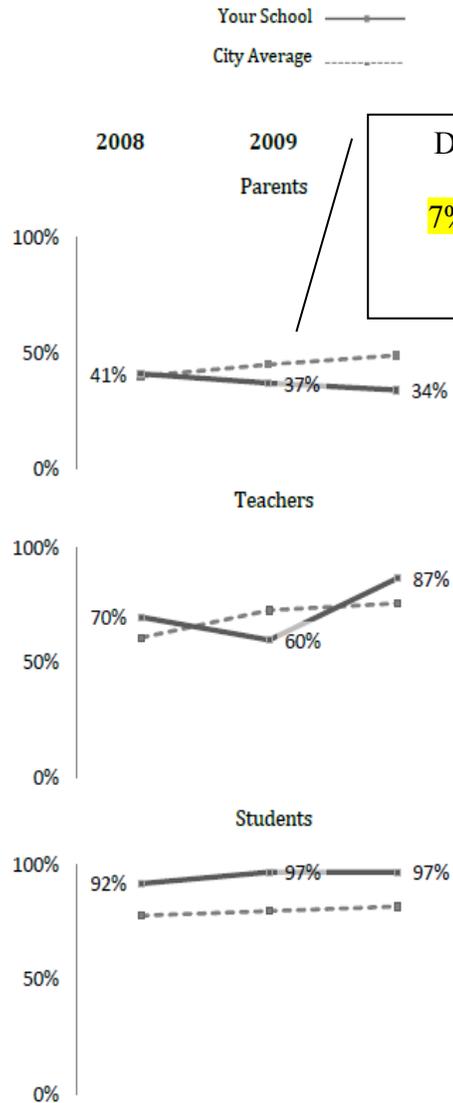
How do survey response rates at your school compare to the City average (2010)?

	Your School	City Average	% Points Difference
Parents	34%	49%	-15
Teachers	87%	76%	11
Students	97%	82%	15

Who took the survey online?



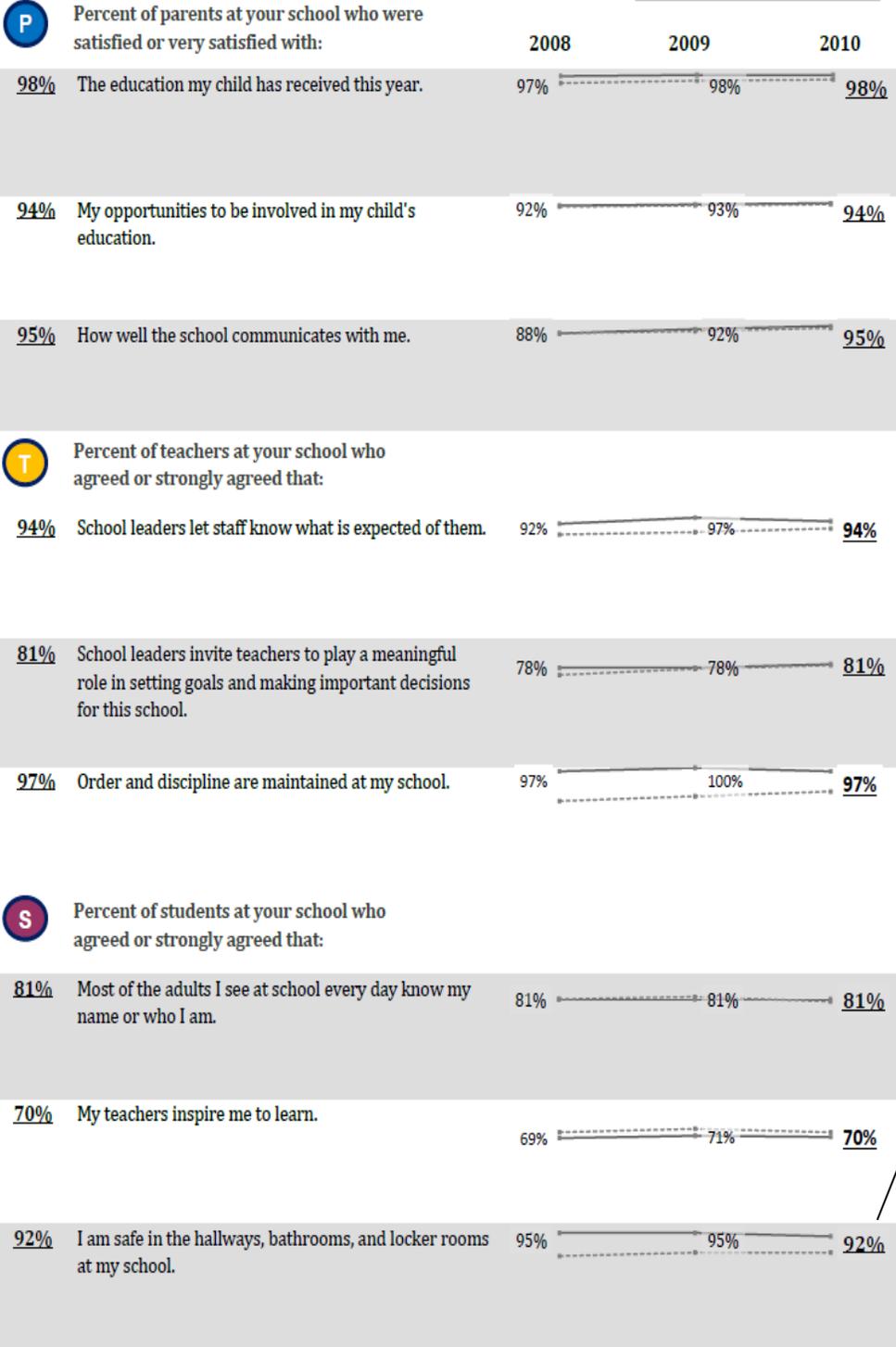
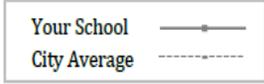
How have response rates at your school changed over time?



Drop in Parent Response
7% Decrease in Parents

For more information about response rates and other survey results, go to www.nycschoolssurvey.org

How has your school community answered important survey questions?



Hallway, Bathroom, And Locker Safety
3% Decrease in Parents

This report provides all survey questions and a summary of the responses that parents, teachers, and students at your school provided on the 2010 NYC School Survey.

Parent survey responses are listed first, followed by student and teacher responses. Questions are sorted by four categories: Academic Expectations, Communication, Engagement, and Safety and Respect.

Responses to each question are reported as percentages. The most common response to each question is displayed in bold print.

Scores for each question are reported as a number in parentheses between 0 and 10; the highest possible score for each question is 10.

Who took the survey at your school?

	Your School	City Average
P Parents	34% (330)	49%
S Students	97% (975)	82%
T Teachers	87% (53)	76%

Please visit www.nycschoolssurvey.org to learn more about the School Survey.

690 of the 1020 Tech Parents/Guardians failed to return the 2009-10 Progress Report Survey.

With such a large number of Parent/Guardian surveys not being returned, an accurate portrait of the school's program might have been skewed.

The level of Parent/Guardian input is extremely important to the outcomes of this survey and how colleges and other outside organizations view Tech.

P **Academic Expectations:** Parents feel that the school encourages students to do their best by developing rigorous and meaningful academic goals.

How much do you agree or disagree with the following statements about your child's school or teacher?

	Strongly Agree	Percent %			Don't Know
		Agree	Disagree	Strongly Disagree	
The school has high expectations for my child. (9.1)	69	27	1	0	2
My child is learning what he or she needs to know to succeed in later grades or after graduating from high school. (8.9)	62	33	2	1	3
<i>Answer this question only if you are a high school parent: This year, staff at my child's high school helped my child to select courses that he or she needs to graduate and to succeed after graduating. (7.9)</i>	44	37	7	1	10

How satisfied are you with the following things about your child's school?

	Very Satisfied	Percent %		Very Unsatisfied
		Satisfied	Unsatisfied	
The quality of your child's teacher(s) this year. (8.1)	48	48	4	0
The education your child has received this year. (8.5)	58	40	1	1
The level of assistance your child receives when he or she needs extra help with classwork or homework. (8)	43	53	4	0

P **Communication:** Parents feel that the school provides them with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.

How much do you agree or disagree with the following statements about your child's school or teacher?

	Strongly Agree	Percent %			Don't Know
		Agree	Disagree	Strongly Disagree	
The school clearly communicates its expectations for my child's learning to me and my child. (8.7)	57	36	3	1	3
My child's teacher(s) give helpful comments on class work and tests. (7.9)	40	44	8	1	6

Helpful class work & test comments are provided by Teachers

Disagreement
9% = 30 out of 330 Parents

Your School's Question-By-Question Survey Results

School DBN:
31R605

Reach contacts Parents regarding student Success/Achievements

Disagreement

16% = 53 out of 330 Parents

How much do you agree or disagree with the following statements about your child's school?

	Strongly Agree	Percent %			Strongly Disagree	Does Not Apply
		Agree	Disagree			
I am satisfied with the response I get when I contact my child's school with questions or concerns. (8.1)	49	45	4	1	1	
The school keeps me informed about my child's academic progress. (8.5)	57	39	3	0	1	
The school contacts me when my child breaks school rules. (8.3)	34	31	1	0	34	
The school contacts me to tell me about my child's achievements and successes. (7.3)	36	44	14	2	5	
My child's school communicates with me in a language that I can understand. (8.5)	59	36	2	1	2	

How often during this school year have you:

	More than once a month	Percent %			Once or twice this school year	Never
		About once a month	Once every few months			
received information about what your child is studying in school? (6.2)	27	23	27	14	8	
received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child? (6.9)	35	28	20	13	4	

How satisfied are you with the following things about your child's school?

	Very Satisfied	Percent %		Very Unsatisfied
		Satisfied	Unsatisfied	
How well your child's school communicates with you. (8)	44	51	4	1



Engagement: Parents feel engaged in an active and vibrant partnership to promote student learning.

How much do you agree or disagree with the following statements about your child's school?

	Strongly Agree	Percent %			Strongly Disagree	Does Not Apply
		Agree	Disagree			
I feel welcome in my child's school. (8.5)	57	41	1	1	0	
My child's school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. (8)	45	48	4	1	2	
Students with disabilities are included in all school activities. (7.9)	23	29	1	1	47	

How often during this school year have you:

	More than once a month	Percent %			Once or twice this school year	Never
		About once a month	Once every few months			
been invited to a workshop, program, performance, or other event at your child's school? (8)	33	29	24	12	2	
talked with a teacher or other adult at your child's school to share with them important information about your child's academic progress? (Not Scored)	13	16	40	25	6	

My child participates in the following school activities or courses before, during, or after school. (Please mark all that apply.) (8.5)

		Percent %							
12	Art	29	Music	10	Dance	25	Theater	57	Foreign language
48	Computer skills/ Technology	33	Health	67	Physical education	70	Team sports and clubs	38	Tutoring/ Enrichment activities

Your School's Question-By-Question Survey Results

School DBN:
31R605

How much do you agree or disagree with the following statement?

My child's school offers a wide enough variety of courses and activities to keep my child interested in school. (8.4)

Strongly Agree	Percent % Agree	Percent % Disagree	Strongly Disagree	Don't Know
51	41	6	0	2

How satisfied are you with the following things about your child's school?

Your opportunities to be involved in your child's education. (7.7)

Very Satisfied	Percent % Satisfied	Percent % Unsatisfied	Very Unsatisfied
39	55	6	1

How well your child's school helps you understand what you can do to support your child's learning needs. (7.7)

40	52	7	1
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Safety and Respect: Parents feel that the school creates a physically and emotionally secure environment in which everyone can focus on student learning.

How much do you agree or disagree with the following statements about your child's school?

There is an adult at the school whom my child trusts and can go to for help with a school problem. (8)

Strongly Agree	Percent % Agree	Percent % Disagree	Strongly Disagree	Does Not Apply
45	44	5	1	6

How much do you agree or disagree with the following statements about your child's school?

My child is safe at school. (9.1)

Strongly Agree	Percent % Agree	Percent % Disagree	Strongly Disagree	Don't Know
64	35	1	0	0

My child's school is clean. (8.8)

57	40	1	0	1
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Discipline is enforced fairly at my child's school. (8.6)

53	39	1	0	8
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Answer this question only if your child's school has School Safety Agents. The presence and actions of School Safety Agents help to promote a safe and respectful learning environment. (8.3)

45	43	2	0	10
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How often do you think the following problems occur at your child's school?

Students threaten or bully other students. (8.5)

Never	Once in Awhile	Percent % Fairly Often	Percent % Very Often	Don't Know
41	29	2	0	28

School staff are disrespectful to students. (9.2)

62	17	0	1	20
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There is racial or cultural bias by school staff. (9.4)

68	10	1	1	20
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Students in my child's school are threatened or harassed by other students based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. (9.3)

62	12	1	0	24
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Students use alcohol or illegal drugs during school. (8.9)

48	12	3	1	35
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There is gang activity in my child's school. (9.8)

72	2	0	0	26
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Your School's Question-By-Question Survey Results

School DBN:
31R605



Not Scored: *These questions appeared on the survey, but answers were not scored and did not affect the School Survey or Progress Report scores.*

In which grade is your child at this school?

Percent %

0	Pre-Kindergarten	0	Kindergarten	0	1st grade	0	2nd grade	0	3rd grade	0	4th grade	0	5th grade
0	6th grade	0	7th grade	0	8th grade	33	9th grade	24	10th grade	19	11th grade	23	12th grade

Which of the following improvements would you most like your school to make? (Choose ONE.)

Percent %

8	More effective school leadership	9	More hands-on learning	14	More or better enrichment programs	15	More or better arts programs	10	More challenging courses
6	Better communication with parents	3	More teacher training	24	Smaller class size	8	More preparation for state tests	2	Less preparation for state tests

What are the BEST ways for your child's school or teachers to get information to you about your child's education? (Please mark all that apply.)

Percent %

55	Mail	82	E-mail	26	ARIS Parent Link (arisparentlink.org)
35	Paper sent home with your child	39	School Website	14	Parent Association, Parent Teacher Association, or similar meetings
48	Phone	14	Parent Coordinator	2	School bulletin board
40	Parent Teacher Conferences	2	Other parents	1	Community or Citywide Education Councils

Your School's Question-By-Question Survey Results

School DBN:
31R605

S Academic Expectations: Students feel that the school encourages them to do their best by developing rigorous and meaningful academic goals.

How much do you agree or disagree with the following statements about being successful at your school?

	Strongly Agree	Percent % Agree	Percent % Disagree	Strongly Disagree
The adults at my school help me understand what I need to do to succeed in school. (7.7)	43	48	7	3
My teachers encourage me to succeed. (7.8)	45	46	6	3
I need to work hard to get good grades at my school. (8)	54	36	7	3
Students who get good grades in my school are respected by other students. (7.2)	35	52	8	6
My school helps me to develop challenging academic goals. (7.4)	41	45	10	4
Someone at my school helps me understand what courses I need to be promoted to the next grade or graduate. (7.3)	37	48	11	4
My teachers expect me to continue my education after high school. (8.7)	67	28	2	2
<i>These questions are for high school students only. Middle school students should skip these questions.</i>				
My high school provides helpful counseling on how to get a good job after high school or how to get into college. (7.5)	43	43	10	4
Someone at my high school can talk with me about my plans after high school. (8)	51	40	6	3

Approximately how often, during this school year, have your teachers asked you to:

	Never	Percent % 1 or 2 Times	Percent % 3 or 4 Times	5 or More Times
Complete an essay or research project using multiple sources of information? (8.9)	3	16	35	46
Complete an essay or project where you had to use evidence to defend your own opinion or ideas? (8.7)	3	19	33	45

S Communication: Students feel that the school provides information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.

How much do you agree or disagree with the following statement about your school?

	Strongly Agree	Percent % Agree	Percent % Disagree	Strongly Disagree	
Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am. (7.1)	35	46	15	4	
On a scale of 1 to 4, how COMFORTABLE are you talking to teachers and other adults at your school about:					
a problem you are having in a class? (6.3)	Uncomfortable	Percent % 10	Percent % 20	Percent % 42	Percent % 28
something that is bothering you? (5.4)	Uncomfortable	Percent % 15	Percent % 29	Percent % 35	Percent % 21

In how many of your classes during the past two weeks have you:

	None of My Classes	One of My Classes	Percent % Some of My Classes	Percent % Most of My Classes	All of My Classes
worked in groups of 2 to 6 students? (7.7)	3	12	37	27	20

Tech helps me to develop my Challenging Academic Goals.

Disagreement

14% = 136 out of 975 Students

Someone helped me to understand what courses I needed to be promoted or graduate.

Disagreement

15% = 146 out of 975 Students

Tech provides helpful counseling on how to get a good job after high school or how to get into college.

Disagreement

14% = 136 out of 975 Students

How comfortable are you talking to teachers and other adults at Tech about a problem that is bothering you?

Uncomfortable

30% = 292 out of 975 Students

How comfortable are you talking to teachers and other adults at Tech about something that is bothering you?

Uncomfortable

44% = 425 out of 975 Students

Your School's Question-By-Question Survey Results

School DBN:
31R605

In how many of your classes during the past two weeks have you:

	Percent %				
	None of My Classes	One of My Classes	Some of My Classes	Most of My Classes	All of My Classes
had whole-class discussions? (8.3)	3	8	25	26	38
participated in hands-on activities such as science experiments? (4.5)	17	46	22	6	8

S Engagement: *Students feel engaged in an active and vibrant partnership to promote learning*

How much do you agree or disagree with the following statements about your school?

	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel welcome in my school. (7.9)	51	40	5	4
The adults at my school look out for me. (6.9)	28	54	14	4
My school offers a wide enough variety of classes and activities to keep me interested in school. (6.3)	29	42	17	12
Students with disabilities are included in all school activities. (6.2)	20	54	19	8

On a scale of 1 to 4, how AVAILABLE are teachers and other adults at your school to talk about:

	Percent %			
	Unavailable			Available
a problem you are having in a class? (7.2)	5	14	41	40
something that is bothering you? (6.8)	5	21	37	37

In how many of your classes during the past two weeks have you:

	Percent %				
	None of My Classes	One of My Classes	Some of My Classes	Most of My Classes	All of My Classes
worked by yourself (independently) during class? (Not Scored)	3	4	14	25	54

How much do you agree or disagree with the following statements about your teachers?

	Strongly Agree	Percent %		Strongly Disagree	Don't Know
		Agree	Disagree		
My teachers enjoy the subjects they teach. (7.5)	34	46	8	3	10
My teachers inspire me to learn. (6.6)	24	46	17	7	6
My teachers give me extra help when I need it. (7.7)	37	48	9	3	3
My teachers connect what I am learning to life outside of the classroom. (6.6)	26	43	21	5	5

During this school year, have you taken or had a chance to take a class in the following subjects? (8.4)

	Percent %		
	I took one or more classes in this subject	I was offered but did not take a class in this subject	I was NOT offered a class in this subject
Art	12	15	73
Music	24	38	38
Dance	14	37	48
Theater	34	26	39

Tech offers a wide enough variety of classes and activities to keep me interested in school.

Disagreement
29% = 283 out of 975 Student

Students with disabilities are included in all school activities

Disagreement
27% = 263 out of 975 Students

My teachers enjoy the subject they teach.

Disagreement
11% = 107 out of 975 Students

My teachers inspire me to learn

Disagreement
24% = 234 out of 975 Students

Your School's Question-By-Question Survey Results

School DBN:
31R605

During this school year, have you taken or had a chance to take a class in the following subjects? (8.4)

	I took one or more classes in this subject	Percent % I was offered but did not take a class in this subject	I was NOT offered a class in this subject
Foreign Language	80	14	6
Computer skills/Technology	66	22	13
Health	49	12	39
Physical Education	89	8	3

During this school year, which of the following activities did you participate in either before or after school or during free periods? (5.6)

	I participated in this activity	Percent % I did not participate in this activity although it was offered	I was NOT offered this activity
Art	17	53	31
Music	19	58	23
Dance	13	58	29
Theater	22	59	19
Foreign Language	18	53	29
Computer skills/Technology	16	54	30
School Sports Teams or Clubs	64	28	8
Tutoring/Enrichment Activities	43	46	10

S Safety and Respect: *Students feel that their school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning.*

How much do you agree or disagree with the following statements about your teachers? (7.4)

	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree	Don't Know
Teachers in my school treat students with respect. (7.4)	31	51	10	3	4
Most students in my school treat teachers with respect. (7.1)	24	56	11	4	4
Adults in my school treat each other with respect. (7.9)	39	45	3	2	10

How much do you agree or disagree with the following statements about students in your school?

	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
Most students in my school help and care about each other. (6.6)	23	58	14	5
Most students in my school just look out for themselves. (4.4)	17	41	36	6
Most students in my school treat each other with respect. (6.7)	22	62	13	4

How often are the following things true about you or about your school?

	Percent % Never	Some of the Time	Most of the Time	All of the time
I stay home because I don't feel safe at school. (9.3)	89	5	3	3

Most students in Tech help and care about each other.

Disagreement

19% = 185 out of 975 Student:

Most students in Tech just look out for themselves.

Agreement

58% = 566 out of 975 Student:

I stay home because I don't feel safe at school.

Agreement

11% = 107 out of 975 Students

Your School's Question-By-Question Survey Results

School DBN:
31R605

How often are the following things true about you or about your school?

	Percent % Never	Some of the Time	Most of the Time	All of the Time
Students threaten or bully other students at school. (8.2)	58	34	4	4
Students get into physical fights at my school. (8.9)	75	19	2	3
Adults at my school yell at students. (6.9)	34	49	9	8
Students in my school are harassed or threatened based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. (8.3)	63	27	4	5
Students use alcohol or illegal drugs while at school. (8)	56	32	6	6
There is gang activity in my school. (9.2)	88	6	2	4

How much do you agree or disagree with the following statements about your school?

	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
There is a person or program in my school that helps students resolve conflicts. (7.5)	40	50	8	3
Discipline in my school is fair. (6.6)	28	50	13	8
I am safe in my classes. (8.2)	56	37	4	3
I am safe in the hallways, bathrooms, and locker rooms at my school. (8.1)	54	38	4	4
I am safe on school property outside my school building. (7.9)	50	42	5	4
My school is kept clean (6.8)	32	48	13	7
Answer this question only if your school has <u>School Safety Agents</u> : The presence and actions of School Safety Agents help to promote a safe and respectful learning environment. (7)	35	47	10	8

Students threaten or bully other students at Tech.

Disagreement

8% = 78 out of 975 Students

Adults at Tech yell at students.

Disagreement

17% = 166 out of 975 Student

Students use alcohol or illegal drugs while at school.

Disagreement

12% = 117 out of 975 Student

Tech is kept clean.

Disagreement

20% = 195 out of 975 Students

S Not Scored: These questions appeared on the survey, but answers were not scored and did not affect the School Survey or Progress Report scores.

Which grade are you in?

Percent %

0 6th Grade 0 7th Grade 0 8th Grade 29 9th Grade 22 10th Grade 21 11th Grade 27 12th Grade

Your School's Question-By-Question Survey Results

School DBN:
31R605

T Academic Expectations: *Teachers feel that the school develops rigorous and meaningful academic goals that encourage students to do their best.*

How much do you agree or disagree with the following statements about your school?

	Strongly Agree	Agree	Percent % Disagree	Strongly Disagree
The principal places the learning needs of children ahead of other interests. (7.6)	54	25	15	6
Curriculum, instruction, and assessment are aligned within and across the grade levels at this school. (8.5)	62	33	6	0
My school has high expectations for all students. (9.2)	77	23	0	0
Teachers in this school set high standards for student work in their classes. (9.4)	83	17	0	0
My school has clear measures of progress for student achievement throughout the year. (9)	71	27	2	0
This school makes it a priority to help students develop challenging learning goals. (8.8)	65	33	2	0
This school makes it a priority to help students find the best ways to achieve their learning goals. (9)	69	31	0	0
The principal has confidence in the expertise of the teachers. (7.8)	50	35	13	2
For <u>high school teachers</u> only: This school makes it a priority to help students select the best courses to achieve their college or career goals. (9)	73	23	4	0

The Principal places the learning needs of children ahead of other interests.

Disagreement
21% = 11 out of 53 Teachers

The Principal has confidence in the expertise of the teachers.

Disagreement
15% = 8 out of 53 Teachers

Which of the following courses or activities are available to students at your school – and when are they available during the day?

	Offered as a regular school activity/course (10)	Percent % Offered before or after school or during free periods (6.3)	Not offered at all (Not Scored)
Art	21	55	30
Music	92	17	0
Dance	85	17	2
Theater	87	23	0
Foreign Language	96	6	0
Computer skills/Technology	98	6	0
Health	98	2	0
Physical Education	98	4	0
Sports Teams or Clubs	28	75	0
Tutoring/Enrichment Activities	83	28	0

How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Percent % Disagree	Strongly Disagree	Does Not Apply
I have sufficient materials to teach my class(es), including: books, audio/visual equipment, maps, and/or calculators. (9)	71	27	2	0	0
My instructional materials are in good condition. (8.7)	63	35	0	2	0

Your School's Question-By-Question Survey Results

School DBN:
31R605

How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Percent % Disagree	Strongly Disagree
School leaders visit classrooms to observe the quality of teaching at this school. (8.6)	60	38	2	0
School leaders place a high priority on the quality of teaching at this school. (8.3)	63	27	6	4
School leaders celebrate learning successes at this school. (8.1)	56	35	6	4
Most teachers in my school work together on teams to improve their instructional practice. (7.4)	38	46	15	0
Teachers in my school use student achievement data to improve instructional decisions. (8)	52	37	12	0

Most Tech teachers work together on teams to improve their instructional practices.

Disagreement

15% = 8 out of 53 Teachers

School Leaders encourage open communication on important issues.

Disagreement

16% = 9 out of 53 Teachers



Communication: Teachers feel that the school provides them with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.

How much do you agree or disagree with the following statements about your school?

	Strongly Agree	Agree	Percent % Disagree	Strongly Disagree
Schools leaders communicate a clear vision for this school. (8.1)	54	38	4	4
School leaders let staff know what is expected of them. (8.5)	63	31	4	2
School leaders encourage open communication on important school issues. (7.9)	60	25	10	6
The principal is an effective manager who makes the school run smoothly. (6.9)	44	29	15	12
I trust the principal at his or her word. (7)	46	31	10	13

The Principal is an effective manager who makes the school run smoothly.

Disagreement

27% = 14 out of 53 Teachers

trust the Principal at his word

Disagreement

23% = 12 out of 53 Teachers

Based on your experiences during the current school year, how much do you agree or disagree with the following statement?

	Strongly Agree	Agree	Percent % Disagree	Strongly Disagree
My school communicates effectively with parents when students misbehave. (8.3)	60	31	10	0

Teachers communicating with parents about student progress.

Less than 5x's/yr

39% = 18 out of 53 Teachers

How much do you agree or disagree with the following statement?

	Strongly Agree	Agree	Percent % Disagree	Strongly Disagree
School leaders give me regular and helpful feedback about my teaching. (7.5)	42	44	10	4

How often during this school year have you:

	More Than Once a Week	Once a Week	Percent % About Once a Month	About 3 or 4 Times Each Year	Rarely or Never	Does Not Apply
communicated with <u>students</u> about their progress in class? (Not Scored)	31	40	21	2	0	6
communicated with <u>parents</u> about their children's progress in class? (6.1)	2	25	35	21	12	6
sent parents written information on what you are teaching and what students are expected to learn? (4.5)	12	4	19	42	17	6

Teachers writing to parents about what they are teaching and what students are expected to learn.

Less than 5x's/yr

65% = 31 out of 53 Teachers

Your School's Question-By-Question Survey Results

School DBN:
31R605

Teachers sent home information on services to help students or parents.

Less than 5x's/yr
55% = 20 out of 53 Teachers

How often during this school year have you:

sent home information on services to help students or parents such as: tutoring, after-school programs, or workshops adults can attend to help their children in school? (5.3)

	Percent %					
	More Than Once a week	Once a Week	About Once a Month	About 3 or 4 Times Each Year	Rarely or Never	Does Not Apply
sent home information on services to help students or parents such as: tutoring, after-school programs, or workshops adults can attend to help their children in school? (5.3)	6	12	27	25	13	17

had a conversation or corresponded with a parent of a student about the student's behavior? (NA)

had a conversation or corresponded with a parent of a student about the student's behavior? (NA)	4	6	25	31	29	6
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Teachers who feel supported by the Principal

Disagreement
6% = 3 out of 53 Teachers

T Engagement: Teachers feel engaged in an active and vibrant partnership to promote learning.

To what extent do you feel supported by:

your principal? (7.4)

	Percent %				
	To a great extent	To some extent	To a small extent	To no extent	Does Not Apply
your principal? (7.4)	48	33	13	6	0

assistant principals at your school? (8.9)

assistant principals at your school? (8.9)	69	29	2	0	0
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other teachers at your school? (8.7)

other teachers at your school? (8.7)	65	33	0	2	0
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School leaders invite teachers to play a meaningful role in setting goals and making important decisions.

Disagreement
19% = 10 out of 53 Teachers

How much do you agree or disagree with the following statements?

My school offers a wide enough variety of courses to keep students at my school engaged. (8.8)

	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
My school offers a wide enough variety of courses to keep students at my school engaged. (8.8)	67	29	4	0

Students with disabilities are included in all school activities. (8.5)

Students with disabilities are included in all school activities. (8.5)	60	37	4	0
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School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school. (7.8)

School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school. (7.8)	52	29	19	0
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School leaders encourage collaboration among teachers

Disagreement
16% = 9 out of 53 Teachers

School leaders encourage collaboration among teachers. (7.8)

School leaders encourage collaboration among teachers. (7.8)	49	35	16	0
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Based on your experiences during the current school year, how much do you agree or disagree with the following statements?

Obtaining information from parents about student learning needs is a priority at my school. (7.4)

	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Obtaining information from parents about student learning needs is a priority at my school. (7.4)	44	38	12	6

Obtaining information from parents about student learning needs is a priority at Tech.

Disagreement
18% = 10 out of 53 Teachers

Teachers and administrators in my school use information from parents to improve instructional practices and meet student learning needs. (7.7)

Teachers and administrators in my school use information from parents to improve instructional practices and meet student learning needs. (7.7)	46	42	8	4
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How much do you agree or disagree with the following statements?

This year, I received helpful training on the use of student achievement data to improve teaching and learning. (6.8)

	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
This year, I received helpful training on the use of student achievement data to improve teaching and learning. (6.8)	37	37	13	10	4

The professional development I received this year provided me with content support in my subject area. (6.5)

The professional development I received this year provided me with content support in my subject area. (6.5)	33	35	17	10	6
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The professional development I received this year provided me with teaching strategies to better meet the needs of my students. (6.9)

The professional development I received this year provided me with teaching strategies to better meet the needs of my students. (6.9)	37	38	12	10	4
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In 2009-10, teachers received helpful training on the use of student achievement data to improve teaching and learning

Disagreement
23% = 12 out of 53 Teachers

The PD teachers received in 2009-10 provided them with teaching strategies to better meet the needs of their students.

Disagreement
22% = 12 out of 53 Teachers

The PD teachers received in 2009-10 provided them with content support in their subject area.

Disagreement
27% = 14 out of 53 Teachers

Your School's Question-By-Question Survey Results

School DBN:
31R605

T Safety and Respect: *Schools ensure that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning.*

How much do you agree or disagree with the following statements?

	Strongly Agree	Percent %		Strongly Disagree
		Agree	Disagree	
Teachers in my school respect teachers who take the lead in school improvement efforts. (8.5)	60	35	6	0
Teachers in my school trust each other. (8.5)	58	40	2	0
Teachers in my school recognize and respect colleagues who are the most effective teachers. (8.8)	65	33	2	0
Order and discipline are maintained at my school. (8.6)	62	35	4	0
I can get the help I need at my school to address student behavior and discipline problems. (8.4)	62	29	10	0
I am safe at my school. (9.5)	87	12	2	0
Crime and violence are a problem in my school. (7.9)	12	2	23	63
Students in my school are often threatened or bullied. (7.8)	4	4	45	47
Adults at my school are often disrespectful to students. (8.1)	6	6	29	60
Most students at my school treat teachers with respect. (8.8)	65	35	0	0
Most parents treat teachers at this school with respect. (8.6)	60	38	2	0
Students' use of alcohol and illegal drugs in school is a problem at my school. (7)	2	25	35	38
There are conflicts at my school based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. (8.6)	0	2	38	60
There is a person or a program in my school that helps students resolve conflicts. (7.4)	35	54	12	0
Gang activity is a problem in my school. (9.1)	0	4	19	77
My school is kept clean. (7.3)	42	42	8	8
<i>Answer this question only if your school has School Safety Agents:</i> The presence and actions of School Safety Agents help to promote a safe and respectful learning environment. (8)	45	51	4	0

Crime and violence are a problem in Tech.

Agreement
14% = 8 out of 53 Teachers

Student's use of alcohol and illegal drugs in Tech is a problem.

Agreement
27% = 14 out of 53 Teachers

There is a person or program in Tech that helps students resolve conflicts.

Disagreement
12% = 6 out of 53 Teachers

T Not Scored: *These questions appeared on the survey, but answers were not scored and did not affect the School Survey or Progress Report scores.*

How much do you agree or disagree with the following statements?

	Strongly Agree	Percent %		Strongly Disagree
		Agree	Disagree	
Teachers in my school use formative assessment data to improve instructional decisions (formative assessments include Periodic Assessments, classroom assessments, interim or benchmark assessments, etc.)	62	31	8	0
Teachers in my school select or build assessments aligned to their curriculum.	59	39	2	0

Teachers at Tech use formative assessment data to improve instructional decisions.

Disagreement
8% = 4 out of 53 Teachers

Your School's Question-By-Question Survey Results

School DBN:
31R605

How long have you been a teacher?

Percent %

2	Less than one year	12	1-3 years	42	4-10 years	12	11-15 years	33	More than 15 years
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This year, what percentage of your students had at least one parent attend your Parent-Teacher Conferences?

Percent %

12	0-25%	33	26-50%	40	51-75%	13	76-100%	2	Does Not Apply
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2009 – 2010 Progress Report Root Cause Analysis

The SITHS School Leadership Team (SLT) conducted a Root Cause Analysis of Tech’s 2009-10 Progress Report. It also attempted to identify “measures” or sources of data that could be used to quantify the Key Indicators noted in the 2009-10 Progress Report. The following table reflects the weighted scale derived by the SLT.

Definition: A “Key Indicator of Student Success” is a student-focused measurable end result that an individual has the ability, desire, or need to influence and for which he/she is willing, or required, to be held accountable. The Key Indicators are not complete in the table below

ITEM #	<u>WEIGHTING SCALE</u>		Paretoed Weight
	5 Points = Item is Immediate & Significant 3 Points = Less Immediate 1 Point = Back Burner Issue		
1	7; 5; 0	3.9	
2	6; 2; 4	3.8	
3	2; 6; 4	2.3	
4	4; 7; 1	3.5	
5	3; 5; 4	2.8	
6	3; 2; 7	2.3	
7	4; 6; 2	3.3	
8	7; 4; 1	4.0	
9	6; 6; 0	4.0	
10	0; 4; 8	1.6	
11	1; 4; 7	2.0	
12	7; 3; 2	3.8	
13	1; 8; 3	2.6	
14	4; 5; 3	3.2	
15	2; 1; 9	1.8	
16	1; 4; 7	2.0	
17	1; 3; 8	1.8	
18	3; 3; 6	2.5	
19	3; 5; 4	2.8	
20	1; 7; 4	2.5	

ITEM #	<u>WEIGHTING SCALE</u>		Paretoed Weight
	5 Points = Item is Immediate & Significant 3 Points = Less Immediate 1 Point = Back Burner Issue		
21	1; 4; 7	2.0	
22	1; 2; 9	1.6	
23	2; 5; 5	2.5	
24	4; 4; 4	3.0	
25	3; 3; 6	2.5	
26	3; 3; 6	2.5	
27	5; 4; 3	3.3	
28	2; 8; 2	3.0	
29	2; 5; 5	2.5	
30	2; 4; 6	2.3	
31	3; 4; 5	2.6	
32	1; 5; 6	2.1	
33	3; 2; 7	2.3	
34	3; 1; 8	1.6	
35	2; 6; 4	2.5	
36	5; 6; 1	3.6	
37	3; 7; 2	3.1	
38	1; 3; 8	1.8	
39	2; 6; 4	2.6	
40	2; 6; 4	2.6	
41	1; 8; 3	2.6	

The **Pareto Concept** is based on the idea that 80% of student success will come from **20% of the items** identified below. The final ranking is shown in the table below:

**Responses to the 2009-10 Progress Report –
Action Taken to Date / Positive Reactions / Key Indicators of Success / Paretoed Weight / Rank**

Survey Statements/Questions with Scores that are Average / Below-Average	School & Faculty Actions Taken to Date	Suggested SLT, Faculty, & Parent / Guardian Input		Measure of Key Indicators Suggestions Not Complete	Paretoed Weight 1,3,5 Scale	Rank
		Positive Reactive RCA Identify & replicate roots for existing success when appropriate	Positive Proactive RCA Identify & implant roots necessary future success			
<p>ITEM # 8</p> <p>[S] How comfortable are you talking to teachers and other adults at Tech about something that is bothering you?</p> <p>Uncomfortable 44% = 425 out of 975 Students</p>	<p>1:1 Counseling Peer mediation groups. Student Organization – student issues Consultative Council – policy issues Tech Website – Teacher contact available School Leadership Team – student voice Crisis Prevention and Intervention/Dean SAPIS</p>		<p>Introduce a protocol to follow in order to create comfortable and neutral environment for students to express themselves (ex. Daytime Student-Teacher conferences).</p> <p>Round Table Discussion: Student-Principal</p>	<ul style="list-style-type: none"> • Counselors and/or APs will be available throughout the school day for student consultation. • Counselors will continually provide teachers with updated IEP, 504, and medical alert information. • SLT will continue to provide opportunities for parents/guardians to inform school-wide decision-making. • Monthly PTA meetings will serve as venues 	4.0	1

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for parents/guardians to express their “voice” with regard to instructional practices.

- Parent/Guardian-School Conferences will afford opportunity for discuss relating to instructional practices and individual student needs.
- Parents/Guardians will have opportunity to voice their opinions via the annual DoE Learning Environment Survey.
- Parents/Guardians express their concerns with Tech’s Parent Coordinator.

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ITEM # 9

[S] Tech offers a wide enough variety of classes and activities to keep me interested in school.

Disagreement

29% = 283 out of 975 Students

- Advanced Placement Courses
- Electives in Core Subjects
- Engineering Courses
- College Now
- S.O. Clubs & Events
- Extensive PSAL Program
- Performing Arts/Music Program
- TV Production Studio

AP and Elective course descriptions/admissions process are articulated via literature electronically distributed.

AP and Elective course offerings need to generate greater awareness through communications.

Survey students asking them what courses (electives) they would like to participate in.

Look at statistics from other Specialized HSs and make note as to how they addressed specific issues.

Conduct an informal anecdotal survey to determine student areas of interest.



SO Consultative Council will be asked to survey students to determine desired courses and extra-curricular activities.

4.0

2

<p>ITEM # 1</p> <p>[P] 690 of the 1020 Tech Parents/Guardians failed to return the 2009-10 Progress Report Survey.</p> <p>690 of the 1020 Tech Parents/Guardians Failed to Return the Survey</p>	<p>School and PTA will e-mail parents stating the importance to return surveys. With such a large number of Parent/Guardian surveys not being returned, an accurate portrait of the school's program might have been skewed.</p> <p>The level of Parent/Guardian input is extremely important to the outcomes of this survey and how colleges and other outside organizations view Tech.</p>	<p>PC meets with parents/guardians during the summer to introduce them to Parent ARIS, Ed-Line, Daedalus, and Learning Environment Survey.</p>	<p>Parents Surveys to be distributed to students in school and back packed home.</p> <p>A special school letter explaining the importance of the Learning Environment Survey should be attached to each survey that is sent home. The letter should stress the importance of reading questions and choices carefully and the impact an unfair response may have on the school's rating.</p> <p><i>Grade Level Parent Incentive</i></p> <p>Grade Level Student Incentive - Pizza Celebration</p>	<p>At least 500 Parents / Guardians will respond to the upcoming Learning Environment Survey. PTA President sends a letter to parents/guardians explaining the importance of returning the survey.</p>	<p>3.9</p>	<p>3</p>
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ITEM # 2
[P] My child's teachers give helpful comments on my child's class work and tests.

Disagreement
9% = 30 out of 330
Parents

ARIS, Ed-Line, Daedalus, ...
Checking and returning homework in class.
Posting classroom Smart Board notes on line.
Opportunity provided within school schedule for student-teacher conferencing and academic tutoring.

Smart Music
Posting HW in class on SmartBoards(Scanner Initiative)

On-line submitting of HW (subject specific)
Collecting / Grading periodic HW's to count as a quiz.

Graded assessments (i.e., questions and answers) should be returned to students and/or reviewed in class in a timely fashion.

Evaluate administrative, faculty, and front office response time to parents/ guardians who make inquiries pertaining to their student's academic, attendance, behavioral, etc., issues.

Utilize school website to direct parent and student attention to schoolwide policies regarding attendance. Utilize Daedalus to contact parents / guardians of attendance issues.



100% of teachers post grades on Ed-line in a timely fashion.
100% of teachers return and/or review examinations with answers to students.

3.8

• **4**

<p>ITEM # 12</p> <p>[S] My teachers <u>inspire</u> me to learn.</p> <p>Disagreement 24% = 234 out of 975 Students</p>	<p>Subject area extracurricular activities</p> <p>Subject-related school trips</p> <p>Expanded Advanced Placement Program</p>	<p>Voice” and “Opportunity” is continually afforded to parents / guardians via the PTA Parent Initiative Committee (PIC). Parents / Guardians who wish to enrich their child’s learning experiences by working collaboratively with Tech teachers are being encouraged to contact the Parent Coordinator to initiate the parent school connection (ex., Parent / Guardian facilitates an environmental boat tour around Staten Island).</p>	<p>Identification and implementation of “ideal instructional modalities,” which will help maximize student engagement.</p>		<p>3.8</p>	<p>5</p>
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ITEM # 36

[T] The PD teachers received in 2009-10 provided them with content support in their subject area.

Disagreement

27% = 14 out of 53 Teachers

PD designed in consultation with selected faculty and school leaders. Share fair for “Best Instructional Practices/Ideal Modalities” provided for at Faculty & Department meeting. Money allocated for professional development

PD has been designed by teachers for teachers and has resulted in more productive workshops.

Addressed PD as part of the observation process – “Next Learning Steps” for Teacher:

- Visiting similar Schools
- Teacher Inter-visitiation
- Library database training

Provide PD that is aligned with Common Core State Standards (CCSS). Use C-6 assignments as a means of allowing for teacher sponsored PD in the area of content support.



3.6

6

ITEM # 4
[S] Tech helps me to develop Challenging Academic Goals.
Disagreement
14% = 136 out of 975 Students

CEP Goals
Student Class Contracts
Guidance interviews (one per year)
College and Career planning
National Honor Society

SMART Goals:
Dept/Teacher/
Student
** These goals are listed at the beginning of the student planners which are distributed on the first day of classes in September.

Develop a clear articulation of high school, college and career academic paths and goals by grade level (Ex. Grade 9: What courses? How many credits? Service? ...). This can be done through meetings with the guidance department or with teacher leaders for each grade level.
As part of each subject class contract discuss with students the indicators as well as criteria for meeting academic success.



- 100% of Tech's faculty will:
 - Post/distribute subject course grading policies
 - Regularly use Daedulus to communicate with parents/guardians.
- PPS Office will provide a link on the school's website that directs attention to required courses offerings and credits needed for graduation.

3.5

7

ITEM # 7

[S] How comfortable are you talking to teachers and other adults at Tech about a problem that is bothering you?

Uncomfortable

30% = 292 out of 975 Students

1:1 Counseling
Student Organization – student issues
Consultative Council – policy issues
Tech Website – Teacher contact available
School Leadership Team – student voice
Crisis Prevention and Intervention/Dean
SAPIS

Introduce a protocol to follow in order to create comfortable and neutral environment for students to express themselves (ex. Daytime Student-Teacher conferences).

Peer mediation groups.

The students in question perhaps believe that their needs / concerns were in conflict with DoE and/or schoolwide policies / rules.

With a decreased in 1:1 counseling services due to an increase register, perhaps in the minds of the students in question personal problems became a back burner issue.

Perhaps, it's the students way of saying, "Its none of your business."



- School leaders and counselors will:
 - Regularly conduct PPS Parent/Student Conferences
- Parent Coordinator will continue to train parents/guardians as to how to obtain individual student information on Ed-Line, Daedalus, ...
- 100% of teacher will respond to parents/ guardians inquiries / questions in a timely fashion.

3.3

8

ITEM # 27

[T] Teachers communicating with parents about student progress.

Less than 5x's/yr
39% = 18 out of 53
Teachers

Report cards are sent home 6 times per year ARIS, Ed-Line, Daedalus, Naviance, Website... Individual teachers and counselors contact parents as needed via phone and e-mail

Increased professional development in the usage of electronic communications (ex. Daedalus).



3.3

9

QUALITY REVIEW MAIN FINDINGS OCT. – NOV. 2007

Progress made since the last review

The school has made some progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is proficient.

Since the last review, the school has made good progress with establishing fair methods for gauging student progress through the use of the grading policy. The school has made some progress with meeting the target for greater student engagement in lessons. Teachers use extra questioning techniques to help students to think more critically. There has also been steady progress with distributing the leadership of the school. Committees of teachers meet regularly to make decisions and the three assistant principals are active in leading their sections of the school. The principal supports their work well.

The administration has provided clear guidance about how teachers' instructional goals should be presented. In most classrooms teachers record aims for lessons in the form of questions on the whiteboards, which help to focus students' attention on what is expected of them. The inquiry team has begun work using reliable data about student performance. Placement tests help teachers to find the right curriculum for each student in grade 9.

Student achievement is good because, for example, students and teachers share common goals. Students make the most of what they are offered and are very well focused on their personal goals. The administration's policy for making changes at a steady pace is working and students' results have steadily risen over the last few years. Aspects of the curriculum are high quality, because the staff have expertise and enthusiasm for their subjects, which rubs off on the students. Attendance is well above the city average because students find school life interesting. The school's inquiry team has begun work on using the new student achievement tracking system. Teachers have identified a group of students who are not performing as well as others for extra attention.

Some teaching allows students to be too passive and to not engage actively in lessons. Although students are clearly learning, they are not being well-prepared for the seminar approach in some subjects that will be expected of them at college. In the past, the school has made too few visits to other schools to see if any practices could benefit students at Staten Island Technical High School. Some departments look more closely at the patterns in students' performances than others. The school does not have a complete picture of whether any particular subgroup is performing better or worse, and why.

(1) Some students are too passive and not well- prepared for college seminar approach. (2) Too few visits to similar schools to examine effective practices; and (3) Unclear picture of subgroup.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.

This area of the school's work is proficient.

Teachers use a wide range of tests and assessments to understand student performance. These include quizzes, marked assignments and portfolios of project work. Teachers have a clear understanding of the progress that individual students are making based on their past results. Students also understand what they are doing well and where they need to improve. The school has always identified individual students who are struggling, so that they get the help they need. Students commented that, "No one falls through the cracks." However, the analysis of students' performance on the basis of ethnicity and gender is inconsistent. Not all departments are looking to see if there are patterns in students' performance that the school can address collectively. The school has begun to use the latest ARIS data about students' results in State tests but this has not been disseminated to all staff.

Students score increasingly highly, and for most courses, they gain 90% or more. The inquiry team, using test data, has begun work on accelerating the progress of the students who are doing least well in grade 10. This is a cross-department initiative intended to focus more attention on those who are failing courses. The school has a very good method of comparing students' academic, social and community efforts based on a comprehensive data spreadsheet. The team responsible for recommending students for scholarships uses this data most effectively to make informed and fair recommendations.

The nature of the school means that there are very few schools similar to it. So, for the purposes of comparison, the school looks closely at how its own results have improved over the years and why. This process has ensured that achievement has risen year on year. The school is well aware that there are areas that it can improve. It has begun a program of visits to other schools of a broadly similar kind. However, the school has not done enough of this in the past, to see how the instruction in other schools meets students' needs and to learn from their experience.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is proficient.

The administration sets a collaborative tone. Committees of teachers meet to discuss many aspects of student performance and the work of the school. Although decisions by committee take a little longer, processes observed were fair and thorough. The inquiry team discussed in detail the work of students in grade 10, based on accurate data about students' performances. This group of teachers set a goal to observe students who are not performing as well as others, check their engagement with their work in lessons, counsel them and then to help them through any difficulties that they are having.

The analysis of students' performance on the basis of ethnicity and gender is inconsistent.

School has only begun to use ARIS.

Departments set broad goals for the performance of their students. It is an aspirational goal that all students will reach even higher standards than are present in the school at the moment and there is no doubt that students' performance has improved continuously over the past few years. However, the departments are less able to pinpoint precisely how they will achieve a particular percentage goal because goal setting is not commonly focused on such detail. The aspirations of the school are well known to parents and students, and there is a considerable sense of all moving in the same direction.

Departments are less able to pinpoint precisely how they will achieve a particular percentage goal.

Students and teachers join together to set goals to reach their college choices. There is a close bond between student and teacher, which is highly constructive, particularly when they meet one-to-one to discuss progress so far with the courses that students are taking. Students realize that it is up to them as well as the teachers to ensure that meetings are worthwhile.

Prospective students and their parents receive clear messages from the principal about what the school stands for and whether the school is right for individual children. Students know their goals very clearly. Parents and the school work closely together. Very frequent informative report cards go home to parents so that they know very well how their children are performing.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is well developed.

Some lessons allow students to be too passive and not actively engaged in learning.

The principal has developed some helpful documentation to support the goal of using thinking skills increasingly in the teaching and learning process. This initiative is part of the continuing debate about the best ways to teach students in the school. The quality of the thinking skills that students use in lessons has improved since the last review, but some lessons still allow students to be too passive and not actively engaged in learning.

There are some key strengths in the curriculum. Each student learns Russian, as well as English and mathematics. Some of the research in the areas of chemistry and in the sciences generally is at a very high level. Students are proud of this and enjoy the challenge that the curriculum offers. A proportion of students learn in advanced groups that match their capabilities. There is limited use of small group work discussions within classes in some subjects, which places a limit on students' progress.

There is limited use of small group work discussions within classes Places limit on students' progress.

Senior staff hold teachers accountable for their work and they receive well-considered advice and support. The administration and teachers are well aware that the school must maintain high achievement, but that also it must embrace new styles of teaching when necessary to make the best use of initiatives that the school is planning. The school is engaged in a television studio initiative. The school intends that this media arts approach to learning will link together aspects of all subjects. Not all departments are ready to buy into this multidisciplinary approach to aspects of student learning.

The school has spent a lot of money on developing aspects of the engineering curriculum. The computer aided design lab is an impressive resource, which is used effectively to accelerate students' progress. Examples of work in portfolios show how the spending decision produces much worthwhile work. The atmosphere in the school

encourages high levels of student commitment. Students respond with attendance that is far above that in other high schools. Sixty percent of students have 100% attendance.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The administration makes regular, frequent visits to classrooms to check on the instruction and learning. Teachers who need more support receive it. The reports that the administration writes on the teaching are helpful and are very well referenced to agreed criteria. The administration has begun to organize visits to other schools, so that teachers can see how classrooms are organized and bring back good ideas to improve the instruction. The school is self-critical and is willing to learn from experience.

Very helpful induction procedures are in place for inexperienced teachers or those new to the school. Guidance counseling for students is well organized. Those that need more counseling receive it. There is a relentless push on finding the right interventions to help students most in need with their problems. The school looks closely at the freshman year to make sure that all students establish successful routines. Students are carefully assessed when they arrive to make sure that the courses that they will attend are right for them. In this way, very few students leave the school before graduation.

The school runs smoothly because students truly want to be there and to make the most of all the opportunities it provides. The need for many rules and procedures is therefore reduced. The scheduling of lessons ensures that they have time for tutorials, after school activities, and can take part in all that the school offers. The school has numerous partnerships, such as a Russian exchange program and a link with a television company. A particular strength is that students are able to organize their own activities for the benefit of the whole student body and to the community. The principal surveys students and teachers regularly to find out what is working well and what is not. This provides good information that helps the school plan ahead successfully.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is proficient.

Improvements in student achievement show that the school's planning process works because the planning sets measurable goals and specific timeframes. For example, the school has a target for students who have scores below 85% to catch up and exceed that figure. All teachers receive regular reports about their teaching. The good features of their work are recognized and areas for development discussed. Both aspects are reviewed in subsequent visits to lessons.

The school uses diagnostic testing to check on the breadth and depth of students' skills. Teachers are adept at looking at what students have got right or wrong, and re-teaching those aspects where students have struggled. When students join the school, teachers

Measurable goals and specific timeframes.

check their knowledge and understanding. If there is a skill in writing or thinking which is not as advanced as it might be, extra attention is given to it in grade 9. Departments revise their plans periodically, based on how well students have performed on different courses. Changes have been made to aspects of the mathematics, Russian and science programs, in order to make the curriculum fit students' needs better.

The principal has a clear vision for the school. He asks his senior staff, "Where do you want to go?" All staff engage in this debate at different levels, conscious that the maintenance of the good achievement is paramount, but also that the current plans for improving the curriculum and the way that it is taught may offer many more benefits to students..

SCHOOL NAME:	Δ	▶	✓	+	◇
Quality Score			X		

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▶	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?	*	*	*	*	*
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?	*	*	*	*	*
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?			X		
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
Overall score for Quality Statement 1			X		

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▶	✓	+	◇
2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?			X		
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?			X		
2.3 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2			X		

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.					
To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?			X		
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?					X
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	▷	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X		
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?			X		
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4				X	

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	▷	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to make strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5				X	

2010-2011 QUALITY REVIEW CRITERIA RUBRIC

As so many other schools are doing across our nation, Tech has begun to roll out the **Common Core State Standards** (CCSS) which are to be officially adopted by all NYC schools by the year 2014.

The Common Core State Standards define what students “should know,” “be able to do,” and “how well” by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards and define the skills and understandings that all Tech students will be held responsible to demonstrate. To meet this challenge, Tech will engage in a continuous upward spiraling cycle of curriculum design and revision that will further integrate in its curricula the higher order knowledge and skills required by CCSS.

Tech will also continue with its efforts to identify assessment practices and/or instructional approaches and strategies that support rigorous instruction and align with the CCSS.

“How Good, Is Good?” is a primary question to be addressed if Tech intends to truly deepen its factual perceptions of its overall instructional and co-curriculum programs. To understand Tech’s current performance and accountability levels which will be evaluated by NYC Quality Reviewers / Peer Reviewers, it is imperative that Tech have a clear understanding of the criteria by which schools are judged to be “Well Developed.” Tech’s last Quality Review reported that the school was “Proficient.” Since that time, many positive changes aligned with the QR findings and recommendations have been implemented. However, if the challenge of being rated “Well Developed” is to be achieved and the benefits experienced by all Tech students, then the following criteria for “Well Developed” must be met.

Indicators	Proficient	Well-Developed
<p>1.1 Design engaging, rigorous and coherent curricula, Including the Arts, for a variety of learners and aligned to key State standards</p>	<ul style="list-style-type: none"> a) School leaders and faculty align curricula to State standards, and make purposeful decisions to emphasize key standards in order to close the achievement gap and/or focus on college-readiness b) Curricula and academic tasks consistently emphasize rigorous habits and higher order skills across grades and subject areas c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners are challenged and engaged 	<ul style="list-style-type: none"> a) School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards in order to close the achievement gap and/or focus on college-readiness, and align curricula across grades and subject areas b) Rigorous habits and higher order skills are emphasized in curricula and academic tasks, and are embedded in a coherent way across grades and subject areas c) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, special education students, English language learners are challenged and engaged

Indicators	Proficient	Well-Developed
<p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products</p>	<p>a) Across classrooms teaching practices are aligned to the curriculum and reflect an articulated set of beliefs about how students learn best</p> <p>b) Across classrooms teaching strategies and routines are typically differentiated so that learners have multiple entry points into the curricula</p> <p>c) Across classrooms teaching strategies and routines lead to a general level of student engagement and thinking, as evidenced in student work products and processes</p>	<p>a) Across classrooms teaching practices are aligned to the curriculum and reflect a coherent set of beliefs about how students learn best that is informed by discussion at the team and school level</p> <p>b) Across classrooms teaching strategies and routines are strategically differentiated so that all learners have multiple entry points, supports, and extensions into the curriculum</p> <p>c) Across classrooms teaching strategies and routines lead to high levels of student engagement and thinking, as evidenced in work products and processes</p>

Indicators	Proficient	Well-Developed
<p>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs</p>	<p>a) The use of resources (e.g. budget, space, technology, coaches) and other organizational decisions are well aligned to the school's instructional goals, given the learning needs of students</p> <p>b) The use of teacher and student time is structured to respond to the learning needs of all students so that they engage in challenging academic tasks and develop higher order thinking skills</p> <p>c) Hiring practices, teacher assignments (e.g. teacher total student load), student program groupings are well aligned to the school's instructional goals so that teams of teachers share responsibility for meeting the needs of a manageable cohort of students</p>	<p>a) The use of resources (e.g. budget, space, technology, coaches) and other organizational decisions are well aligned to the school's instructional goals and long-range plans, given the learning needs of students</p> <p>b) The use of teacher and student time is structured to respond to the learning needs of all students so that teachers regularly collaborate to improve instructional practice, and students engage in challenging academic tasks and develop higher order thinking skills</p> <p>c) Hiring practices, teacher assignments, and student program groupings are strategic (e.g. teacher total student load, effective teachers placed to eliminate achievement gap), promoting accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and for attaining school instructional goals</p>

Indicators	Proficient	Well-Developed
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<p>1.4 Maintain a culture of mutual trust and positive attitudes toward teaming that support the academic and personal growth of students and adults</p>	<p>a) The school has a safe environment that is conducive to student and adult learning; students and adults treat each other respectfully</p> <p>b) Each student is known well by at least one adult who helps to coordinate social-emotional learning and other child/youth development supports</p> <p>c) Students are interested and engaged in their learning; want to succeed; and indicate (when developmentally possible) that the school strongly supports their social emotional learning and academic development</p>	<p>a) The school has a safe environment and inclusive culture that support progress towards the school’s professional, academic, and social-emotional learning goals; the school uses data, such as the learning environment survey (LES), incident reports and attendance to guide improvements</p> <p>b) Each student Is known well by at least one adult who helps to coordinate social-emotional learning and other child/youth development supports that impact the student’s academic success</p> <p>c) Students are interested and engaged in their learning; want to succeed; indicate (when developmentally possible) that the school strongly supports their social emotional learning and academic development and that their voice and active participation influence school-wide decisions</p>
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Indicators	Proficient	Well-Developed
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<p>2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level</p>	<p>a) School leaders and faculty gather and analyze a range of summative data (e.g. State assessments, attendance, safety, student supportive services, referrals) in order to create an overview of the school’s strengths and areas of need</p> <p>b) School leaders and faculty regularly gather and analyze Periodic Assessment and classroom level data on student subgroups (e.g. grade, subject, special populations) to supplement summative data</p> <p>c) School leaders and faculty gather and analyze a range of data that provides meaningful and actionable feedback with regard to evaluating the effectiveness of school level instructional and organizational decisions</p>	<p>a) School leaders and faculty gather and analyze a comprehensive range of summative data (e.g. State assessments, attendance, safety and discipline, student supportive services, referrals, student work products, teacher value added and observations) that is supplemented by other assessment data, in order to create a clear portrait of the school’s strengths and areas of need</p> <p>b) School leaders and faculty regularly gather and analyze Periodic Assessment, safety and discipline, and classroom level data on student subgroups (e.g. grade, subject, special populations), providing information to track progress and strategically adjust school practices (e.g. use of extended day, coaches)</p> <p>c) School leaders and faculty gather and analyze a range of data that is intentional, providing meaningful and actionable feedback to evaluate the effectiveness of school level goal setting, curricular, instructional, social-emotional, organizational and capacity-building decisions</p>
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Indicators	Proficient	Well-Developed
<p>2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level</p>	<p>a) Teams of teachers and individual teachers use or create assessments that are aligned with school’s key chosen standards and curricula, providing feedback on the effectiveness of classroom level, curricular, and instructional decisions</p> <p>b) Teams of teachers and individual teachers supplement summative data analysis by examining Periodic Assessment data to identify strengths and needs of student subgroups (e.g. grade, subject, special populations)</p> <p>c) Teams of teachers and individual teachers consistently gather and analyze classroom level data (e.g. student work, diagnostic assessments, projects) to supplement summative and Periodic Assessment data, create a picture of</p>	<p>a) Teams of teachers and individual teachers use or create assessments that offer a clear portrait of student mastery of the school’s chosen key standards and curricula, providing meaningful and actionable feedback on the effectiveness of classroom level, curricular, and instructional decisions.</p> <p>b) Teams of teachers and individual teachers consistently supplement summative data analysis by examining Periodic Assessment and classroom level data on student subgroups (e.g. grade, subject, special populations) to identify strengths and needs, track progress, and adjust classroom level curricular and instructional decisions</p> <p>c) Teams of teachers and individual</p>

	individual students' strengths and areas of need, and differentiate instructional strategies	teachers develop expertise in selecting and/or designing assessments to gather and analyze classroom level data (e.g. student work, diagnostic assessments, projects) to supplement summative and Periodic Assessment data, create a picture of individual students' strengths and areas of need, and differentiate instructional strategies
Indicators	Proficient	Well-Developed
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends	<p>a) School leaders and faculty use or develop tools to aggregate and organize data so that trends in student performance are accessible and useful for making school level decisions</p> <p>b) Teams of teachers use or develop tools that enable them to aggregate and organize data so that information about the trends in student performance is accessible and useful for making curricular and instructional decisions</p> <p>c) Individual teachers across the school use or develop tools to aggregate and organize data so that It is accessible and useful for making classroom level decisions</p>	<p>a) School leaders and faculty use or develop tools to aggregate and organize data so that trends in student performance and performance of key subgroups are accessible and useful for making school level decisions</p> <p>b) Teams of teachers use or develop tools that enable them to aggregate and organize data so that information about trends in student performance, including key subgroups, is accessible and useful for making curricular and instructional decisions</p> <p>c) Individual teachers across the school use or develop tools to aggregate and organize data so that information about trends in student performance, including key subgroups, is accessible and useful for making classroom level decisions</p>

Indicators	Proficient	Well-Developed
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<p>2.4 Engage in an open exchange of information with students and families regarding students’ leaning needs and outcomes</p>	<p>a) School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students’ strengths and weaknesses</p> <p>b) Across classrooms teachers have developed reflective practices through which students assess their own progress (as developmentally appropriate)</p> <p>c) School leaders and faculty help families use tools (such as ARIS Parent Link, LES) in a timely way to understand student performance</p>	<p>a) School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students’ academic, attendance, and behavioral strengths, weaknesses and next learning steps</p> <p>b) Across classrooms teachers have developed reflective practices and routines through which students assess their own academic and behavioral progress and articulate next leaning steps (as developmentally appropriate)</p> <p>d) School leaders and faculty help families use tools (including <i>ARIS</i> Parent Link, LES) to understand student performance, and engage in sufficient and timely communications with families to enable them to collaborate with the school to support student learning</p>
<p>Indicators</p>	<p>Proficient</p>	<p>Well-Developed</p>
<p>3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community</p>	<p>a) There is a short list of clear, focused school level goals and action plans, (annual and interim) apparent in the CEP and/or other planning documents, which drives efforts to accelerate student learning and foster social emotional growth</p> <p>b) Goal setting and action planning at the school level are informed by a comprehensive data driven needs assessment</p> <p>c) School leaders effectively involve and communicate with the school community, including teachers, families and age-appropriate students, during school level planning processes (e.g. needs assessment, goal setting and action planning)</p>	<p>a) There is “Theory of Action” – which includes a rationale for the shod list of clear, focused school level goals and action plans (long-range, annual, and interim) apparent in the CEP and/or other planning documents — that is thoughtfully designed to leverage changes that explicitly link to accelerated student learning and social-emotional growth</p> <p>b) Goal setting and action planning at the school level are informed by a comprehensive data driven needs assessment, analyzing student outcomes and existing instructional and organizational practices with regard to closing the achievement gap and/or college-readiness expectations</p> <p>c) School leaders effectively involve and communicate with the school community, including teachers, families and age-appropriate students, during school level planning processes (e.g.</p>

		needs assessment, goal setting and action planning) in a way that generates a broad base of support for the school's direction
Indicators	Proficient	Well-Developed
<p>3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals” for student subgroups, and students in need of additional support</p> <p>Learning goals are defined by what students should know and be able to do embedded in curricula</p>	<p>a) Individual teachers and teacher teams use data to set goals for groups of students for whom they are responsible (e.g. class, grade level, department, special needs students, English Language Learners)</p> <p>b) Individual teachers and teacher teams analyze data to identify which students need additional supports and set differentiated learning goals for those students to accelerate their learning so all students are on a path to mastery of standards in the curriculum</p> <p>c) Team and classroom level goals have leveraged changes in classroom practice</p>	<p>a) Individual teachers and teacher teams use data to set annual and interim goals for groups of students for whom they are responsible (e.g. class, grade level, department, special needs students, English language learners)</p> <p>b) Individual teachers and teacher teams effectively and consistently analyze data to identify which students need additional supports and extensions, and set differentiated annual and interim learning goals for those students to accelerate their learning so all students are on a path to mastery of standards in the curriculum and fulfilling their potential</p> <p>c) Team and classroom level goals have leveraged changes in classroom practice to accelerate student learning</p>

Indicators	Proficient	Well-Developed
<p>3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level</p> <p>Common assessment: a group of teachers agree on one shared assessment</p>	<p>a) School leaders and faculty use Periodic Assessment and other data to track progress and effectively adjust school-wide plans and goals during the course of the year; these adjustments are communicated to the school community</p> <p>b) Teacher teams and individual teachers use common Periodic Assessment and/or classroom level tools to track progress and adjust plans and goals for student subgroups during the course of the year</p>	<p>a) School leaders and faculty use Periodic Assessment and other data to track progress and communicate with school community about this information so adjustments made to school-wide plans and goals during the course of the year have a positive impact and are supported by the school community</p> <p>b) Teacher teams and individual teachers use common Periodic Assessment, attendance, safety and discipline, and classroom level tools to track progress and adjust plans and goals for student</p>

or framework to evaluate student progress across c/asses and over time	c) The practice of providing feedback to students and families on students' progress and opportunities for support or enrichment is inconsistent across teachers	subgroups and targeted individual students during the course of the year c) The practice of providing feedback to students and families on students' progress and opportunities for support or enrichment is consistent across teachers, and there is evidence that this feedback is understood and used by students and families
Indicators	Proficient	Well-Developed
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community	<p>a) School leaders, faculty, parent coordinator, and other support staff consistently communicate high expectations (including attendance, academic performance, social-emotional competency, and post-secondary opportunities) to students and families</p> <p>b) School leaders and faculty engage parents in school decision-making</p> <p>c) School leaders and faculty offer multiple opportunities for involvement and leadership of families in important school activities</p>	<p>a) School leaders, faculty, parent coordinator, and other support staff consistently communicate high expectations (including attendance, academic performance, social-emotional competency, and post-secondary opportunities) to students and families in ways that explain how students and families can meet these expectations</p> <p>b) School leaders and faculty consistently engage parents in school decision making, which results in a shared commitment to the school's high expectations and goals</p> <p>c) School leaders, faculty, parent coordinators and other support staff promote involvement and leadership of families in important school activities and provide supports to enable this participation (e.g. childcare, parent leadership workshops)</p>

Indicators	Proficient	Well-Developed
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers	<p>a) A common instructional focus and coherent school culture are supported by a majority of faculty</p> <p>b) School leaders make proactive performance evaluation, tenure, and retention decisions and provide feedback to support teachers' development based on analysis of student data, student work products and classroom observations</p> <p>c) School leaders provide a range of supports in pedagogy and content knowledge for teachers (such as mentoring, teacher teaming, coaching,</p>	<p>a) A common instructional focus and a coherent school culture are actively supported by the vast majority of faculty</p> <p>b) School leaders make proactive and strategic performance evaluation, tenure, and retention decisions and provide actionable feedback to support the next teaming step for each teacher based on analysis of student data, student work products and classroom observations</p> <p>c) School leaders provide differentiated support for teachers based on their</p>

	and targeted professional development opportunities), with special attention to faculty who are new to the profession or new to the school	specific developmental, pedagogical, and content knowledge needs (including mentoring, teacher teaming, coaching, and targeted professional development opportunities), with special attention to faculty who are new to the profession or new to the school
Indicators	Proficient	Well-Developed
<p>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</p> <p>Inquiry Approach is defined by the expectations of teacher teams in 4.2.b and across this rubric</p>	<p>a) A majority of teachers are engaged in structured professional collaboration on teams, using an inquiry approach</p> <p>b) Teacher teams consistently analyze student assessment data and student work, resulting in adjustments to classroom decisions and resources to improve teaming outcomes for students they share or on whom they are focused</p> <p>c) Distributed leadership structures are in place so that teachers have a voice in key decisions that affect student teaming across the school</p>	<p>a) A vast majority of teachers engaged in structured professional collaboration on teams, using an inquiry approach</p> <p>b) Teacher teams systematically analyze student assessment data, student work, and key elements of teacher work, resulting in adjustments to curriculum, instruction, assessment and resource allocation to improve learning outcomes for students they share or on whom they are focused</p> <p>c) Distributed leadership structures are embedded so that teachers play an integral role in key decisions that affect student learning across the school</p>

Indicators	Proficient	Well-Developed
<p>4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes</p>	<p>a) Professional learning opportunities at the school are purposeful and consistently aligned with schools goals and curricula, including exposure to the evolving State Standards ***</p> <p>Evolving State Standards refers to the Common Core Standards plus additional standards adopted by NYSED</p> <p>b) School leaders regularly provide professional learning opportunities for their faculty to discuss their practice, and the link between teacher practice and student work or outcomes is typically the focus</p> <p>c) The school’s approach to building adult capacity encourages faculty and</p>	<p>a) Professional learning opportunities at the school are purposeful and consistently aligned with schools goals and curricula, including exposure to the evolving State standards and a plan to address the impact these standards will have on adult learning needs</p> <p>b) School leaders, in collaboration with faculty, organize professional learning so faculty have regular opportunities to discuss their practice with peers, sharpen content expertise, visit colleagues’ classrooms and study student and teacher work with the goal of improving instruction and student outcomes</p> <p>c) The school’s approach to building adult capacity encourages faculty and</p>

	administrators to develop and practice leadership	administrators to develop and practice leadership as part of a conscious, data informed effort, to develop effective succession plans for key leaders in the school
Indicators	Proficient	Well-Developed
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students	<ul style="list-style-type: none"> a) School provides professional development that enables faculty and staff to create a safe, inclusive, and respectful culture in the school b) School provides professional development that enables faculty and staff to support students' social and emotional needs c) School has developed internal capacity and/or external partnerships to provide child/youth development support services for students, including academic, social-emotional, and real world learning opportunities during the day and/or after school 	<ul style="list-style-type: none"> a) School provides professional development that enables faculty and staff to sustain a safe, inclusive, and respectful culture in the school, which celebrates academic engagement and success as well as social-emotional growth b) School provides professional development that enables faculty and staff with opportunities for social-emotional learning and integrated supports for students' social, emotional and academic growth c) School has developed internal capacity and/or external partnerships to provide targeted, data-informed child/youth development support services for students and families, including academic, social-emotional, real world learning opportunities during the day and or after school

Indicators	Proficient	Well-Developed
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school	<ul style="list-style-type: none"> a) School leaders and faculty have structures in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the evolving State standards b) School leaders and faculty have structures in place to regularly evaluate and adjust the use of organizational resources in response to student learning needs and the expectations of the evolving State standards c) School leaders and faculty have structures in place to regularly evaluate and adjust how instructional decisions 	<ul style="list-style-type: none"> a) School leaders and faculty have in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the evolving State standards, with a focus on building alignment and coherence between what is taught, and how it is taught b) School leaders and faculty have structures in place to regularly evaluate and adjust the use of organizational resources in response to student learning needs and the expectations of the evolving State standards, with a focus on building alignment and

	<p>align with and reinforce the school’s capacity-building practices, with particular attention to what teachers need to learn to support student mastery of evolving State standards</p>	<p>coherence between how the school is organized and strategies used to accelerate student learning</p> <p>c) School leaders and faculty have structures in place to regularly evaluate and adjust how decisions on curriculum, instruction, and resource-use align with and reinforce assessment and capacity-building practices, with particular attention to what teachers need to learn to support student mastery of evolving State standards</p>
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Indicators	Proficient	Well-Developed
<p>5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust assessment and grading practices; school leaders and targeted staff have begun planning to integrate the expectations of the evolving State standards into assessment practices</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the ways in which data (academic, attendance, behavioral) are aggregated and organized</p> <p>c) School leaders and faculty have structures in place to regularly evaluate and adjust the process and format for</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust assessment and grading practices, with a focus on building alignment and coherence between what students need to know and be able to do, what is taught, and how teachers assess what students have learned; school leadership and targeted teams have begun planning to integrate the expectations of the evolving State standards into assessment practices</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the ways in which data (academic, attendance, behavioral) are</p>

	<p>sharing performance data (academic, attendance, behavioral) with students and families</p>	<p>aggregated and organized, with a focus on building alignment and coherence between the use of these data tools and teacher teams' structured professional collaboration</p> <p>c) School leaders and faculty have structures in place to regularly evaluate and adjust the process and format for sharing performance data (academic, attendance, behavioral) with students and families, with a focus on ensuring that this Information is accessible and helps students understand their next learning steps</p>
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Indicators	Proficient	Well-Developed
<p>5.3 Establish and sustain a transparent, collaborative system for measuring progress towards Interim and long term goals and making adjustments during the year and over time</p>	<p>a) There is alignment of the annual planning processes and the school engages in long-term (i.e. multi-year) planning, monitoring and revising plans based on evidence of student performance</p> <p>b) School leaders have systems for measuring progress towards Interim goals and identifying areas where improvements in plans or strategies are needed</p> <p>c) Teams of teachers and individual teachers have systems for measuring progress towards interim goals they have set for groups of students or targeted Individual students</p>	<p>a) The annual planning processes are strategically aligned to strengthen long-range impact, and the school engages in long-term (i.e. multi-year) planning, monitoring and revising plans based on evidence of student performance and the expectations of the evolving State standards</p> <p>b) School leaders have systems for measuring progress toward interim goals and identifying areas where improvements in plans or strategies are needed; these processes are transparent and inclusive in ways that lead to genuine ownership of the goals by the faculty</p>

		<p>c) Teams of teachers and individuals teachers have systems for measuring progress towards interim goals they have set for groups of students or targeted individual students; a culture exists on the faculty where sharing and studying this information is valued as part of a collective effort to improve instructional practices</p>
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Indicators	Proficient	Well-Developed
<p>5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies</p>	<p>a) School leaders and faculty have systems to regularly evaluate the effectiveness of teacher teams engaged in structured professional collaboration and make improvements to support this work as needed</p> <p>b) School leaders and faculty have systems to regularly use student assessment data to evaluate the effectiveness of teacher hiring, capacity-building, evaluation, retention, and mentoring supports for new teachers</p> <p>c) School leaders and faculty have systems to regularly evaluate the school's leadership development</p>	<p>a) School leaders and faculty have systems to regularly evaluate the effectiveness of teacher teams engaged in structured professional collaboration and make improvements to support this work as needed; these teams drive efforts to build coherence between curricular, instructional, assessment, culture and climate, and attendance practices</p> <p>b) School leaders and faculty have systems to regularly use student assessment data observations to and classroom observations to evaluate the effectiveness of teacher hiring, capacity-building evaluation retention, and</p>

	opportunities and structures to support distributed leadership	mentoring supports for new teachers c) School leaders and faculty have systems to regularly evaluate the schools leadership development opportunities and structures to support distributed leadership with a focus on using leather teams and other school decision making processes to support the development of teacher leaders
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COMPARISON OF SCHOOLWIDE ADVANCED PLACEMENT GRADES
(as of June 2010)

	05	06	07	08	09	10	11
AP Grades	Biology						
5	30	35	20	15	26	36	
4	28	18	29	19	12	32	
3	19	22	27	19	12	14	
2	11	5	10	4	4	9	
1	1			3	9	4	
Total	89	80	86	60	63	95	

05	06	07	08	09	10	11
Calculus AB						
24	15	3	14	12	19	
21	18	15	18	13	26	
19	16	23	16	8	25	
7	10	21	12		5	
10	4	28	4	2	11	
81	63	90	64	35	86	

05	06	07	08	09	10	11
Calculus BC						
36	37	30	62	56	27	
5	3		3	2	17	
	1		1		9	
		1			4	
1						
42	41	31	66	58	57	

05	06	07	08	09	10	11
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05	06	07	08	09	10	11
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05	06	07	08	09	10	11
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AP Grades	Govt&Pol US						
5	2	1	4	16	11	22	
4	5	9	13	12	21	20	
3	8	10	12	2	14	39	
2	15	4	1	1	12	19	
1					1		
Total	30	24	30	31	59	100	

Econ-Mac	Econ-Mac	Econ-Mac	Econ-Mac	Econ-Mac	Econ-Mac	Econ-Mac	Econ-Mac
	2	2	9	--			
4	3	11	7	--			
5	10	4	4	--			
2	8	4	5	--			
1	6			--			
12	29	21	25	--			

| Chemistry |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2 | 7 | 5 | 10 | 5 | 26 | |
| 5 | 10 | 16 | 9 | 6 | 17 | |
| 8 | 15 | 11 | 6 | 10 | 15 | |
| 5 | 11 | 7 | 4 | 6 | 3 | |
| 3 | 3 | | | 3 | | |
| 23 | 46 | 39 | 29 | 30 | 61 | |

AP Grades	05 Physics C – E&M	06 Physics C – E&M	07 Physics C – E&M	08 Physics C – E&M	09 Physics C – E&M	10 Physics C – E&M	11 Physics C – E&M
5						16	
4						9	
3					1	3	
2							
1							
Total					1	28	

| Physics C - Mech |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | | | | 11 | 13 | | |
| | | | | 9 | 11 | | |
| | | | | 5 | 4 | | |
| | | | | 3 | | | |
| | | | | 1 | | | |
| | | | | 29 | 28 | | |

| Physics B |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 6 | 11 | 14 | 14 | 11 | 23 | |
| 13 | 15 | 14 | 10 | 11 | 5 | |
| 11 | 14 | 2 | 1 | 3 | | |
| 2 | 1 | | | | | |
| | 1 | | | | | |
| 32 | 42 | 30 | 25 | 25 | 28 | |

	2005	2006	2007	2008	2009	2010	2011
AP Grades	<u>Total Grades Reported</u>						
5	141 (30%)	156 (32%)	147 (27%)	198(39%)	214(32%)	313(34%)	
4	153 (31%)	144 (30%)	177 (33%)	160(32%)	222(33%)	281(31%)	
3	130 (26%)	130 (27%)	129 (24%)	108(21%)	145(22%)	225(25%)	
2	46 (9%)	43 (9%)	61 (11%)	33(7%)	63(10%)	77(8%)	
1	17 (3%)	13 (3%)	29 (5%)	8(2%)	19(3%)	19(2%)	
Total	487	486	543	507	663	915	

<u>ADVANCED PLACEMENT</u>	2008-2009			2009-2010			% CHANGE IN 85+ MASTERY
	No. Taking	# with a Grade of 3, 4, or 5	% Passing with 3,4,5	No. Taking	# with a Grade of 3, 4, or 5	% Passing with 3,4,5	
Language / Comp.	90	90	100 %	66	66	100 %	0 %
Literature	49	48	97.9 %	59	59	100 %	0 %
Government & Pol. U.S.	59	46	78.0 %	100	81	81 %	3 %
U.S. History	127	97	76.4 %	133	98	73.7 %	- 2.7 %
World History	95	85	89.5 %	142	136	95.8 %	6.3 %
Econ-Mic	--	--	--	--	--	--	--
European History	1	1	100 %	--	--	--	--
BC Calculus	58	58	100 %	57	53	93	- 7 %
AB Calculus.	35	33	94.3 %	86	70	81.4 %	- 12.9 %
Biology	63	50	79.4 %	95	82	86.3 %	6.9 %
Chemistry	30	21	87.0 %	61	58	95.1 %	8.1 %
Physics B	25	25	100 %	28	28	100 %	0 %
Physics C - Mech	29	25	86.2 %	28	28	100 %	
Physics C – E & M	1	1	100 %	28	28	100 %	0 %
Psychology	--	--	--	31	31	100 %	

STATEN ISLAND TECHNICAL HIGH SCHOOL REGENTS 100 X 85 SUMMARY

		2007 - 2008					2008 - 2009					2009 - 2010				
Subject		#	#	%	#	%	#	#	%	#	%	#	#	%	#	
		Taking	Passing	Passing	Passing	Passing	Taking	Passing	Passing	Passing	Passing	Taking	Passing	Passing	Passing	
					85+	85+				85+	85+				85+	
English	Jan	224	224	100	207	92.4	287	287	100	267	93.3	210	209	99.5	193	
	June	2	2	100	2	100	3	3	100	3	100	3	3	100	1	
US Hst & Govt	Jan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	June	219	219	100	211	96.3	286	286	100	279	97.6	195	195	100	190	
Global Studies	Jan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	June	290	290	100	264	91	213	213	100	201	94.4	227	227	100	205	
Trig	Jan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	June	-	-	-	-	-	-	-	-	-	-	246	238	96.7	149	
Geom	Jan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	June	-	-	-	-	-	245	245	100	167	68.2	253	252	99.6	157	
Math B	Jan	72	70	97.22	47	65.3	72	71	98.6	56	77.8	1	1	100	1	
	June	197	193	97.96	130	66	174	171	98.3	101	58.0	-	-	-	-	
Math A	Jan	169	169	100	164	97	1	1	100	0	0	-	-	-	-	
	June	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Algebra	Jan	-	-	-	-	-	-	-	-	-	-	3	3	100	2	
	June	45	45	100	38	84.4	30	30	100	22	73.3	59	59	100	45	
Physics	Jan	-	-	-	-	-	-	-	-	-	-	2	2	100	2	
	June	224	216	96.4	150	66.9	286	281	98.3	175	61.2	208	207	99.5	155	
Chem	Jan	-	-	-	-	-	-	-	-	-	-	2	1	0	0	
	June	287	287	100	111	38.7	218	218	100	127	58.3	228	223	97.8	91	
LE	Jan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	June	201	201	100	175	87.1	219	219	100	193	88.1	268	268	100	247	
Russian	Jan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	June	232	232	100	189	81.5	283	283	100	275	97.2	189	189	100	187	

Course	I			II			III						IV						
	0 -54			55 - 64			65 - 74			75 - 84			85 - 94			95 - 100			
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
F'09	ELA			1		1	4		4	11	1	12	74	32	106	39	48	87	
Spr'10	ELA						1		1	1		1	1		1				
Spr'10	US History						2		2	1	2	3	40	13	53	77	60	137	
Spr'10	Global						3	2	5	14	3	17	75	39	114	40	51	91	
Spr'10	Trig	7	1	8	7	1	8	21	11	32	29	20	49	62	46	108	20	21	41
Spr'10	Geometry				1	0	1	11	3	14	54	28	82	67	62	129	17	10	27
F'09	Math B												1		1				
F'09	Algebra									1		1	1	1	2				
S'10	Algebra									8	6	14	25	17	42	1	2	3	
F'09	Physics												2		2				
S'10	Physics	1	0	1			10	8	18	24	10	34	75	43	118	21	16	37	
F'09	Chemistry				1		1												
Spr'10	Chemistry	1	1	2	3	0	3	37	8	45	51	36	87	37	41	78	5	8	13
Spr'10	Liv Envir									17	4	21	115	90	205	19	23	42	
Spr'10	Russian																		

REGENTS	2008-2009			2009-2010			% CHANGE IN 85+ MASTERY
	No. Taking	Passing %	% Passing with 85+	No. Taking	Passing %	% Passing with 85+	
English	287	100%	93.1 %	213	95.3%	91.1 %	- 2.0 %
U.S. Hstory	286	100%	97.6 %	195	100%	97.4 %	- 0.2 %
Global	213	100%	94.4 %	227	100%	90.3 %	- 4.1 %
Trig & Algebra 2	---	---	---	246	96.7%	60.6 %	---
Geometry	245	100 %	68.2 %	253	99.6%	62.1 %	- 6.1 %
Math B	246	98.4%	63.8 %	1	100%	100 %	---
Math A	1	100%	0	---	---	---	---
Algebra	30	100%	73.3 %	62	100%	75.8 %	2.5 %
Physics	286	98.3%	61.2 %	210	99.5%	74.8 %	13.6 %
Chemistry	218		58.3 %	230	97.4%	39.6 %	- 18.7 %
Living Environment	219	100%	88.1 %	268	100%	92.2 %	4.1 %
Russian	219	100%	97.2 %	189	100 %	98.9 %	1.7 %

2009 – 2010 Mid-Year Departmental Inquiry Discussion Worksheets

INQUIRY DISCUSSION WORKSHEET

Directions: Based on the following Fall Inquiry Data, what “Critical Questions” should be raised and/or “Ideal Modalities / Differentiated Instructional Strategies” implemented **to improve student academic achievement**? The term “**learning experience**” includes: implementation of curriculum, academic support services, parent involvement, and student engagement with accountability.

ENGLISH DEPARTMENT - DATA “Planning for the Academic Growth of All Students”		Results	
		Met %	Missed #
SG	96% to 97% of the 66 students taking the AP English Lang/Composition test will achieve a 3, 4, or 5 on the exam.		
1. Fact	93.9 % of the 66 students taking AP Eng Lang / Composition in the Fall term had 85 or higher as a final report card grade.	93.9%	<u>4</u> 66
	AP Eng Lang / Composition (66) Critical Question(s): Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	96% to 97% of the 60 students taking the AP English Literature test will achieve a 3, 4, or 5 on the exam?		
2. Fact	95.0 % of the 60 students taking the AP English Literature in the Fall term had 85 or higher as a final report card grade.	95.0%	<u>3</u> 60
	AP English Literature (60) Critical Question(s): Suggested Ideal Modalities / Differentiated Instructional Strategies:		
3. Fact	91.9 % of the 210 students taking the ELA Regents had 85 or higher on the test.	91.9%	<u>17</u> 210
	ELA Regents (17) Critical Question(s): Suggested Ideal Modalities / Differentiated Instructional Strategies:		
4. Fact	79.4 % of the 286 students taking English 1 in the Fall term had 85 or higher as a final report card grade.	79.4%	<u>59</u> 286
	English 2 (284) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

5. Fact	94.5 % of the 200 students taking English 3 in the Fall term had 85 or higher as a final report	94.5%	<u>11</u>
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	card grade.		200
	English 4 (200) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
6. Fact	82.1 % of the 28 students taking English 3 – Writing in the Fall term had 85 or higher as a final report card grade.	82.1%	$\frac{5}{28}$
	English 4 – Writing (28) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
7. Fact	74.5 % the 145 students taking English 5 in the Fall term had 85 or higher as a final report card grade.	74.5%	$\frac{37}{145}$
	English 6 (145) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
8. Fact	80.8 % the 198 students taking English 7 in the Fall term had 85 or higher as a final report card grade.	80.8%	$\frac{38}{198}$
	English 8 (197) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
9. Fact	96.9 % the 32 students taking English 7- Creative Writing in the Fall term had 85 or higher as a final report card grade.	96.9%	$\frac{1}{32}$
	English 8 - Creative Writing (33) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
10. Fact	67.8 % of the 146 students taking Writing in the Fall term had 85 or higher as a final report card grade.	67.8%	$\frac{47}{146}$
	Writing (141) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

SOCIAL STUDIES DEPARTMENT - DATA "Planning for the Academic Growth of All Students"		Fall'09 Results	
		Met %	Missed #
SG	75% to 80% of the 133 students taking the AP U.S. History test will achieve a 3, 4, or 5 on the exam.		
1. Fact	93.2% of the 133 students taking AP Amer. History in the Fall term had 85 or higher as a final report card grade.	93.2 %	$\frac{9}{133}$
	AP Amer. History (133) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	80 to 85% of the 144 students taking the AP World History test will achieve a 3, 4, or 5 on the exam.		
2. Fact	96.5% of the 144 students taking AP World History in the Fall term had 85 or higher as a final report card grade.	96.5 %	$\frac{5}{144}$
	AP World History (144) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	75% to 80% of the 101 students taking the AP Government & Pol U.S. test will achieve a 3, 4, or 5 on the exam.		
3. Fact	97% of the 101 students taking AP Pol Sci in the Fall term had 85 or higher as a final report card grade.	97.0 %	$\frac{3}{101}$
	AP Pol Sci (101) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

4. Fact	75.6% of the 188 students taking Economics in the Fall term had 85 or higher as a final report card grade.	75.6%	<u>46</u> 188
5.	US Government (154) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
6.	US Govt & Law (34) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	96% to 99% of the 77 students taking the U.S. History & Govt Regents will get 85 or higher on the test.		
7. Fact	66.2% of the 77 students taking US History 1 in the Fall term had 85 or higher as a final report card grade.	66.2 %	<u>26</u> 77
	US History 2 (77) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	90% to 95% of the 84 students taking the Global Studies Regents will get 85 or higher on the test.		
8. Fact	92.9% of the 285 students taking Global 1 in the Fall term had 85 or higher as a final report card grade.	92.9 %	<u>32</u> 285
	Global 2 (131) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
9. Fact	42.8% of the 84 students taking Global 3 in the Fall term had 85 or higher as a final report card grade.	42.8 %	<u>36</u> 84
	Global 4 (84) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

“Planning for the Academic Growth of All Students”		Fall'09	
		Met %	Mis #
SG	95% to 100% of the 58 students taking the AP Calculus BC test will achieve a 3, 4, or 5 on the exam.		
1. Fact	77.6 % of the 58 students taking AP Calculus BC in the Fall term had 85 or higher as a final report card grade.	77.6 %	<u>45</u> 58
	AP Calculus BC (58) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	75% to 90% of the 66 students taking the AP Calculus AB test will achieve a 3, 4, or 5 on the exam.		
2. Fact	77.3 % of the 66 students taking AP Calculus AB <small>MCAX1</small> in the Fall term had 85 or higher as a final report card grade.	77.3 %	<u>15</u> 66
	AP Calculus BC (66) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
3. Fact	15.8 % of the 19 students taking AP Calculus AB <small>MCAX2</small> in the Fall term had 85 or higher as a final report card grade.	15.8 %	<u>16</u> 19
	AP Calculus AB <small>MCAX3</small> (20) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
4. Fact	66.7 % of the 9 students taking Calculus 2 in the Fall term had 85 or higher as a final report card grade.	66.7 %	<u>3</u> 9
	Calculus 2 (9) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
5. Fact	58 % of the 67 students taking Calculus 1 in the Fall term had 85 or higher as a final report card grade.	58.0 %	<u>28</u> 67
	Calculus 1 (67) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
6. Fact	90.5 % of the 63 students taking 12th Year Math <small>MM22</small> in the Fall term had 85 or higher as a	90.5 %	<u>6</u> 63

	final report card grade.		
	Pre-AP Calculus <small>MM33</small> (60) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
7. Fact	77 % of the 165 students taking 12th Year Math <small>MM21</small> in the Fall term had 85 or higher as a final report card grade. 12th Year Math <small>MM22</small> (162) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:	77.0 %	$\frac{38}{165}$
SG	85% to 90% of the 251 students taking the Adv Algebra/Trig Regents in the Spring term will get 85 or higher on the exam.		
8. Fact	76.2 % of the students taking Adv Algebra/Trig 251 in the Fall term had 85 or higher as a final report card grade. Adv Algebra/Trig (251) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:	76.2 %	$\frac{60}{251}$
9. Fact	74% to 85% of the 1 students taking the Math B Regents will get 85 or higher on the test.	100%	$\frac{0}{1}$
SG	69% to 86% of the 255 students taking the Geometry Regents will get 85 or higher on the test.		
10. Fact	82.4 % of the 255 students taking Geometry in the Fall term had 85 or higher as a final report card grade. Geometry (256) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:	82.4 %	$\frac{45}{255}$
SG	66.7 % of the 3 students taking the Algebra Regents will get 85 or higher on the test.	66.7%	$\frac{1}{3}$
11. Fact	83.3 % of the 60 students taking Algebra 1 in the Fall term had 85 or higher as a final report card grade. Algebra 2 (98) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:	83.3 %	$\frac{10}{60}$

		▼		“Planning for the Academic Growth of All Students”	
				Met %	Misss #
SG		80% to 100% of the 28 students taking the AP Physics C test will achieve a 3, 4, or 5 on the exam.			
1. Fact		96.4% of the 28 students taking AP Physics C in the Fall term had 85 or higher as a final report card grade.		96.4 %	$\frac{1}{28}$
		AP Physics C (28) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			
SG		80% to 100% of the 28 students taking the AP Physics B test will achieve a 3, 4, or 5 on the exam.			
2. Fact		89.3 % of the 28 students taking AP Physics B in the Fall term had 85 or higher as a final report card grade.		89.3 %	$\frac{3}{28}$
		AP Physics B (28) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			
SG		82% to 92% of the 61 students taking the AP Chemistry test will achieve a 3, 4, or 5 on the exam.			
3. Fact		96.7 % of the 61 students taking AP Chemistry in the Fall term had 85 or higher as a final report card grade.		96.7 %	$\frac{2}{61}$
		AP Chemistry (61) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			
SG		88% to 92% of the 96 students taking the AP Biology test will achieve a 3, 4, or 5 on the exam.			
4. Fact		62.5 % of the 96 students taking AP Biology in the Fall term had 85 or higher as a final report card grade.		62.5 %	$\frac{36}{96}$
		AP Biology (96) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			
SG		88% to 92% of the 31 students taking the AP Psychology test will achieve a 3, 4, or 5 on the exam.			

5. Fact	100 % of the 31 students taking AP Psychology in the Fall term had 85 or higher as a final report card grade.	100 %	$\frac{0}{31}$
	Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
6. Fact	100 % of the 2 students taking the Physics Regents will get 85 or higher on the test.	100%	$\frac{0}{2}$
	Physics Regents (150) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	80% to 85% of the 240 students taking the Chemistry Regents will get 85 or higher on the test.		
7. Fact	74.5% of the 231 students taking Chemistry in the Fall term had 85 or higher as a final report card grade.	74.5 %	$\frac{59}{231}$
	Chemistry (231) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
SG	80% to 85% of the 270 students taking the Living Environment Regents will get 85 or higher on the test.		
8. Fact	64.2% of the 270 students taking Living Environment in the Fall term had 85 or higher as a final report card grade.	64.2 %	$\frac{97}{271}$
	Living Environment (271) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
9. Fact	100% of the 30 students taking Forensic in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{30}$
	Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

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		Met %	Missee #
SG	96% to 98% of the 71 students taking the AP Russian test will achieve a 3, 4, or 5 on the exam.		-
1. Fact	100 % of the 29 students taking the AP Russian in the Fall term had 85 or higher as a final report card grade.	100%	<u>0</u> 29
	AP Russian (29) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
2. Fact	90.5 % of the 42 students taking the AP Russian Heritage in the Fall term had 85 or higher as a final report card grade.	90.5%	<u>4</u> 42
	AP Russian Heritage (42) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
3. Fact	100 % of the 34 students taking the College Russian in the Fall term had 85 or higher as a final report card grade.	100%	<u>0</u> 34
	College Russian (34) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
4. Fact	91.4 % of the 244 students taking Russian 1 in the Fall term had 85 or higher as a final report card grade.	91.4%	<u>21</u> 244
	Russian 2 (243) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
5. Fact	100% of the 41 students taking Russian 1 Native in the Fall term had 85 or higher as a final report card grade.	100%	<u>0</u> 41
	Russian 2 Native (42) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
6. Fact	81.6 % of the 206 students taking Russian 3 in the Fall term had 85 or higher as a final report card grade.	81.6%	<u>38</u> 206
	Russian 4 (206) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

7. Fact	75 % of the 28 students taking Russian 3 <small>Native</small> in the Fall term had 85 or higher as a final report card grade.	75%	$\frac{7}{28}$
	Russian 4 <small>Native</small> (27) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
8. Fact	91.5 % of the 165 students taking Russian 5 in the Fall term had 85 or higher as a final report card grade.	91.5%	$\frac{14}{165}$
	Russian 6 (165) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

PERFORMING ARTS DEPARTMENT – MUSIC & DRAMA DATA “Planning for the Academic Growth of All Students”		Results Fall'09 ▼	
		Met %	Missed #
1. Fact	100% of the 40 students taking the Band in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{40}$
	Band (38) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
2. Fact	100% of the 40 students taking the Concert Band in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{40}$
	Concert Band (40) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
3. Fact	100% of the 56 students taking the Fresh Band in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{56}$
	Fresh Band (49) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
4. Fact	100% of the 30 students taking the Jazz Ensemble in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{30}$
	Jazz Ensemble (30) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

5. Fact	100% of the 42 students taking the Wind Ensemble in the Fall term had 85 or higher as a final report card grade.	100%	<u>0</u> 42
Wind Ensemble (50) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			

6. Fact	96.7% of the 183 students taking the Performing Arts in the Fall term had 85 or higher as a final report card grade.	96.7%	<u>6</u> 183
Performing Arts (120) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			

ENGINEERING DEPARTMENT - DATA “Planning for the Academic Growth of All Students”		Results Fall'09 ▼	
		Met %	Missed #
1.	100% of the 33 students taking the Adv CAD _{TCDA} in the Fall term had 85 or higher as a final report card grade.	100%	<u>0</u> 33
Adv CAD (31) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			
2.	94.5% of the 218 students taking the CAD 1 _{ACD1} in the Fall term had 85 or higher as a final report card grade.	94.5%	<u>12</u> 218
CAD 2 _{ACD2} (216) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			
3.	99.2% of the 119 students taking the Intro Robotics Design _{TCRI} in the Fall term had 85 or higher as a final report card grade.	99.2%	<u>1</u> 120
Intro Robotics (111) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:			

4.	62.7% of the 83 students taking the Tech Electronics _{TE1} in the Fall term had 85 or higher as a final report card grade.	62.7%	$\frac{31}{83}$
	Tech Electronics _{TE1} (75) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
5.	95.8% of the 48 students taking the Tech Electronics _{TE2} in the Fall term had 85 or higher as a final report card grade.	95.8%	$\frac{5}{48}$
	Tech Electronics _{TE2} (48) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
6.	97.2% of the 141 students taking the Micro Office _{TL1} in the Fall term had 85 or higher as a final report card grade.	97.2%	$\frac{4}{141}$
	Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies: Micro Office _{TL2} (145)		
7.	100% of the 16 students taking the Stem Research Pro _{TNK1} in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{16}$
	Stem Research Pro _{TNK1} (16) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
8.	100% of the 17 students taking the TV & Movie Prod in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{100}$
	TV & Movie Prod (18) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

1.	90.6% of the 533 students taking the Physical Educ. in the Fall term had 85 or higher as a final report card grade.	90.6%	$\frac{50}{533}$
	Physical Educ. (540) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
2.	91.5% of the 47 students taking the Aerobics in the Fall term had 85 or higher as a final report card grade.	91.5%	$\frac{4}{47}$
	Aerobics (48) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
3.	100% of the 31 students taking the Basketball in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{31}$
	Basketball (36) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
4.	87.1% of the 31 students taking the Bowling in the Fall term had 85 or higher as a final report card grade.	87.1%	$\frac{4}{31}$
	Bowling (32) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
5.	94.6% of the 37 students taking the Dance in the Fall term had 85 or higher as a final report card grade.	94.6%	$\frac{2}{37}$
	Dance (42) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
6.	95.4% of the 152 students taking the Health Educ. in the Fall term had 85 or higher as a final report card grade.	95.4%	$\frac{7}{152}$
	Health Educ. (135) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		
7.	100% of the 100 students taking the Volleyball in the Fall term had 85 or higher as a final report card grade.	100%	$\frac{0}{100}$
	Volleyball (111) Critical Question: Suggested Ideal Modalities / Differentiated Instructional Strategies:		

CL03	Did the school set aside and properly label in the pre-selected program field the NCLB funds of parent involvement 1% (required for SWP, TA, and ARRA funding), tuition reimbursement / highly qualified 5% and professional development ten percent 10% (required for SWP and TA finding), as required?	NA									
CL04 New	Did the school certify and electronically sign the free and reduced lunch eligible count in ATS by January 14, 2011 ?	Pending	Pending	Pending	Pending						

• **(CL 05) Equal Opportunity** (V. Maniscalco)

Did each Tech Administrator receive the mandatory discrimination training from the Office of Equal Opportunity by June 30, 2011 ?		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June Target ▼
CL05 New	Principal, V. Maniscalco	Pending	Pending	Pending	Pending						
	AP1, R. Andrews	Pending	Pending	Pending	Pending						
	AP2, M. Erlenwein	Pending	Pending	Pending	Pending						
	AP3, J. Manzo	Pending	Pending	Pending	Pending						
	AP4, N. Sanguinedo	Pending	Pending	Pending	Pending						

(CL 06) Human Resources - Tenure Notification System (TNS) (M.Iasiello)

Did Tech enter tenure recommendations into the Tenure Notification System (TNS) for all required teachers in accordance with the TNS Deadline Schedule?		Sept	Oct	Nov	Dec	Jan	Feb Target ▼	Mar	Apr	May	June
CL06 New	XX 2/1/11	Pending	Pending	✓							

For employees who complete probation in...	The deadline for tenure recommendations is...
January 2011	October 1, 2010
February 2011	November 1, 2010
March 2011	December 1, 2010
April 2011	January 1, 2011
May 2011	February 1, 2011
June 2011	March 1, 2011
July 2011	April 1, 2011
August 2011	May 1, 2011
September 2011	May 1, 2011

CL19	Were DoE custodian ratings submitted during the period of December 15-31, 2010?				Yes						
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• **(CL 20) School Facilities: Recycling Plan** (I.DellaCroce)

"Yes" = In Compliance and "No" = Not In Compliance		Sept	Oct	Nov Target ▼	Dec	Jan	Feb	Mar	Apr	May	June
		CL20	Did the school submit a Recycling Plan in accordance with Chancellor's Regulation A-850 and Local Law 19 to the Division of School Facilities (DSF) by November 12, 2010?			Yes					
	Was the School's Recycling and Waste Reduction Coordinator's name entered into SharePoint?			Yes							

• **(CL 21) School Food: Meal Codes and MIE ½ (RMEL & RCFR)** (M. Spirocostas)

Meal Code Entries		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	Register on "RMEL"	1020	1020	1019							
	HRA	37	37	37							
	Free Meal Form"	123	136	136							
	Reduced Price	64	71	71							
	Full Price	565	613	612							
	Full Price – Missing Information	26	20	20							
	Full Price – No Form [* ATS "Code 5"]	205	143	143							
CL21	Did the school enter the corresponding meal code (free, reduced price, or paid) into ATS?	Yes	Yes	Yes							

					90% Target 12/23					
CL21	Was the school's meal applications for scanning sent to School Food to be entered into ATS?	Yes	Yes	Yes						
	Register ▶	1020	1020	1019						
	Cummulative # Lunch Appl. Collected	0	0	876						
	# Lunch Applications Scanned by DoE	0	0							

MIE 1 / 2		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	MIE-1 completed daily and submitted	Yes	Yes	Yes							
	MIE-2 submitted and balanced	Yes	Yes	Yes							
	An Accountability system is in place to identify students by meal eligibility category	Yes	Yes	Yes							
	Was the school able to certified meal applications by 10/31 on ATS ("RCFR")?	ending	Yes								

- (CL 22) School Food: Collection of Money** (I.DellaCroce)

"Yes" = In Compliance and "No" = Not In Compliance		Sept	Oct	Nov	Dec Target ▼	Jan	Feb	Mar	Apr	May	June
CL22	Did the school collect the total amount due for all reduced and full price lunches served and submit these monies weekly to the office of School Food?	Yes	Yes	Yes							

- (CL 23) School Safety: Monthly Meetings** (I.DellaCroce)

School Safety Meetings		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	Did the school conduct monthly Safety Meetings?	Yes	Yes	Yes	Yes						
	Date of Meeting ▶	9/30	10/28	11/12	12/9						

Did the school enter all pertinent information into the Safety Plan Portal for every meeting?	Yes	Yes	Yes	Yes						
---	-----	-----	-----	-----	--	--	--	--	--	--

- (CL 24) School Safety: OORS** (I.DellaCroce)

School Crisis Intervention	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
-----------------------------------	------	-----	-----	-----	-----	-----	-----	-----	-----	------

			8 FD Target ▼							
Fire Drills (Entered on OORS)	5	3	0	0						
Shelter Drills (Entered on OORS)	0	0	0	0						
Evacuation Drills	0	1	0	0						
Bus Drills (Entered on OORS)	1	0	1	0						
Building Intruders	0	0	0	0						
Code Blue Defibrillator Drills	0	0	1	0						

School Safety: Certified Updated School Safety Plan (R. Andrews)

Certified Updated School Safety Plan	Fall Nov. target ▼	Spring
“Yes” = In Compliance “IP” = In Progress “No” = Not In Compliance		
Has Tech maintained and kept current its certified Comprehensive Safety Plan as of November?	Y	

Areas of Rescue Assistance	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Were <u>all</u> of the school’s “Areas of Rescue Assistance” entered into its Certified Updated Safety Plan? (Yes/No)	Yes									

• **(CL 25) Student Attendance: Outstanding Form 407’s (ATS)** (M. Spirocostas)

Attendance Scanning	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Daily Official Attendance was taken (including Suspension Center)	Yes	Yes	Yes							
Attendance results scanned into ATS	Yes	Yes	Yes							

“Yes” = In Compliance and “No” = Not In Compliance	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
25 * Did the school complete all attendance investigations within ten (10) days of the issuance of Form 407 (Attendance Follow-Up and Outreach Referral) for students in grades 9-12?	Yes	Yes	Yes							

Was all the attendance investigation information gathered from the issuance of Form's 407 entered into ATS?	Yes	Yes	Yes							
ATS Report U407 (407 Report)	0	0	0							

* For fiscal year 2011 the compliance metrics changed for the 407 process. This year to be in compliance you have to do either of the following two things.

- 1) Close the 407 prior to the 11th day of the 407 being open – automatically in compliance and we do not look for the IC flag
- 2) Flag the IC column with “Y” (providing you know where the student is) by the 11th day of the 407 being generated. Schools doing this are not required to close the 407, for compliance purposes.

This is a significant change since last year we counted “in compliance” any time the IC was flagged prior to the 407 being opened. Also, for 407s we do not use the data from September through December as part of our final compliance report. We use data which covers January-June.

• **(CL 26) Student Attendance: Code 11 Discharges** (M.Spirocostas)

“Yes” = In Compliance and “No” = Not In Compliance		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
CL26 New	Did the school verify all Code Eleven (11) discharges with the appropriate documentation within thirty (30) days of entering the discharges into ATS?	Yes	Yes	Yes							

Planning Interviews (REIC) (J. Manzo)

# of Students on ATS Report REIC with Codes: 02, 34, 35, 36, 37, 39, & 41	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
# of Planning Interviews Required	0	0	0							
# of Planning Interviews Conducted	0	0	0							
# of Students Leaving w/o a Diploma	n/a	n/a	n/a							

• **(CL 27) Student Attendance: Periodic Attendance Report (PAR)** (M.Spirocostas)

“Yes” = In Compliance and “No” = Not In Compliance		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
CL27	Did the school sign-off on the	Yes	Yes	Yes							

	# of Detentions Not Served (Flegar)										
	# Parent Pre-Susp Hearings Held (Dean)										
	# of Additional Detentions Assigned										
8th Infractions	# students late to building 8x's 8 Lates ► 2 Mandatory Detention										
	# of Detention Letters Issued (Flegar)										
	# of Detentions Assigned										
	# of Detentions Served(AM Teacher+Flegar)										
	# of Detentions Not Served										
	# Parent Pre-Susp Hearings Held										
	# of Additional Detentions Assigned										

10th + Infractions	# of students late to building 10+ x's										
	Daedalus contacts with Parents (Flegar)										
	▼ ▼ ▼										
	Action Taken – Carbon Copy:										
	NHS Advisor & Scholarship Comm.										
	Adv. Placement Selection Comm.										
	College Now Selection Comm.										
	Coaches/Club Advisors/Etc. for suspension from all non-elected or non-credit bearing activities for 1 week										
	COSA for exclusion from running for any Student Govt position										
	COSA for delay in the distribution of Senior Yearbook										
Be added to the Not Eligibility List for Perfect Attendance Recognition.											

Attendance: Seniors & Sophomores – Missing ID's (J. Moschetta / V. Flegar)

<u>Seniors & Sophomores</u> # of Students Missing ID's	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Missing ID's claimed by Students				n/a						
• # of student letters printed				n/a						
• # of detentions Issued				n/a						
• # of detentions Served				n/a						

	# of Detentions Not Served (Flegar)										
	# Parent Pre-Susp Hearings Held (Dean)										
	# of Additional Detentions Assigned										
8th Infractions	# students late to building 8x's 8 Lates ► 2 Mandatory Detention										
	# of Detention Letters Issued (Flegar)										
	# of Detentions Assigned										
	# of Detentions Served(AM Teacher+Flegar)										
	# of Detentions Not Served										
	# Parent Pre-Susp Hearings Held										
	# of Additional Detentions Assigned										

	# of students late to building 10+ x's Daedalus contacts with Parents (Flegar)										
	▼ ▼ ▼										
10th + Infractions	Action Taken – Carbon Copy:										
	NHS Advisor & Scholarship Comm.										
	Adv. Placement Selection Comm.										
	College Now Selection Comm.										
	Coaches/Club Advisors/Etc. for suspension from all non-elected or non-credit bearing activities for 1 week										
	COSA for exclusion from running for any Student Govt position										
	COSA for delay in the distribution of Senior Yearbook										
	Be added to the Not Eligibility List for Perfect Attendance Recognition.										

Attendance: Juniors & Freshmen – Missing ID's (J. McCarthy / V. Flegar)

<u>Seniors & Sophmores</u> # of Students Missing ID's	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Missing ID's claimed by Students				n/a						
• # of student letters printed				n/a						
• # of detentions Issued				n/a						
• # of detentions Served				n/a						

• **(CL 28) Student Attendance: Changes in School Year Calendar** (M.Spirocostas)

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
CL28 New	In the event the school required change(s) to the School Year Calendar did it	No Change(s)	No Changes	No Changes							

submit a request and receive prior approval for the change(s)?											
--	--	--	--	--	--	--	--	--	--	--	--

- **(CL 29-30) Student Safety: Child Abuse & School-Related Crimes/Incidents reported on OORS** (I. Della Croce)

Occurrence Reporting on OORS	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
# of Child Abuse Cases Reported ≤ 24 Hrs	0	0	2							
# of Child Abuse Cases Reported > 24 Hrs	0	0	0							
# of Incidents Reported ≤ 24 Hours	8	20	9							
# of Incidents Reported > 24 Hours	0	0	0							

- **(CL 31) Student Discipline: Reporting in SOHO** (Deans)

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
CL31 New	Did the school enter all required data for each Principal's Suspension into the Suspensions and Office of Hearing Online (SOHO)?	Na	Yes	Yes							

- **(CL 32) Student Discipline: Manifestation Determination Review** (Deans)

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
CL32 New	Did the school conduct a Manifestation Determination Review (MDR) for every student with a disability who was removed from his/her program for more than ten (ten) days within a forty (40) day period, due to a Teacher's Removal or Principal's Suspension?	Na	Na	Na							

- **(CL 33) Students in Temporary Housing** (M.Spirocostas)

Residency Report	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
# of Students in Permanent Housing	1020	1020	1019							
# of Students in Temporary Housing	0	0	0							
Did Tech enter the appropriate housing code for all students into ATS?	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
- Newly Enrolled Students	Yes	Yes	Yes							
- Students who Change Addresses	Yes	Yes	Yes							
- Continuing Students	Yes	Yes	Yes							
Housing Status Review	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Has the principal reviewed and signed off on the Housing Status Review screen in ATS?										

• **(CL 34-35) Health: Immunization (RHIL) & Tuberculosis (RHTL)**

(G.Gibilaro / M. Spirocostas)

Immunization & Tuberculosis RHIL + RHTR + RHTS	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
				31 95% Target ▼						
• ATS “RHIL” – Immunization Status	1020	1020	1019							
C = Complete:	12	1014	1013							
I = Incomplete:	0	0	0							
E = Exempt:	5	5	5							
P = Provisional:	1	1	1							
W = Warning:	0	0	0							
X = Excluded:	2	0	0							

• ATS “RHTL” – Tuberculosis Documentation

of Students Complete

1020	1020	1019		
1	1	1		

of Student Exclusions from School:

• **(CL 36) Health: Vision Testing (RHVX)** (R.Andrews)

New Entrants & Students with History Vision Testing RHVX + RHVL + RHVS	Sept	Oct	Nov	Dec	Jan	Feb	Mar 75% Target ▼	Apr	May	June
	Register ►	1020	1020	1019						
Cumulative # of Students Tested	0	0	0							
# of Students Tested in Given Month										
ATS “RHVX” – Non-Compliance Report	28	28	28							
%’age of Students in Compliance	97.2	97.2	97.2							
Number of Students to be Re-Tested	0	0	0							
Did your school conduct and enter into ATS vision screening results for all required students?	%	%	%	%	%	%	%	%	%	%
	0	0	0							

• **(CL 37) Health: School Health Survey** (M.Spirocostas)

School Health Survey		Sept	Oct	Nov	Dec Target ▼	Jan	Feb	Mar	Apr	May	June
CL37	Did your school complete the 2010-11 “School Health Survey” for each required grade by December 23, 2010?	Pending	Pending	Yes 11/16							

• **(CL 38) Health: AED/CPR (<http://doe.emergencyskills.com/mainpage.php>)**

(R. Andrews)

AED/CPR		Fall	Spring
“Yes” = In Compliance	“No” = Not In Compliance		
Does Tech have the minimum of one trained responder with a valid AED/CPR certification?		Yes	
School’s status was confirmed on ESI’ website – http://doe.emergencyskills.com/mainpage.php .		P	

Condom Availability Program Principal’s Compliance Survey (R. Andrews)

Condom Availability Program			Fall 10/31 target ▼	Spr
“Yes” = In Compliance	“P”= Pending	“No” = Not In Compliance		
Condom Availability Program Principal’s Compliance Survey was completed by the school (Due Oct. 31)			P	
Tech’s compliance status with regard to Chancellor’s Requirements			P	

Mandated Emergency Cards for Students (R. Andrews)

The information of this card must be kept current and accurate.

Month	2009-10 (Register 1011)		2010-11 (Register = 1020)	
	Cards Collected	Cards Collected	Cards Collected	* Cards Missing
September	1011	4	288	29
October	4	0	29	0
November	0	0	0	0
December	0	0		
January	0	0		
February	1	0		
March	2	0		
April	2	0		
May	0	0		
June	0	0		

Health: Physical Exams – New Students Entering Public School System (G. Gibilaro)

Month	2009-10 Exams		2010-11 Exams	
	Submitted	* Missing	Submitted	* Missing
September	63	0	34	3
October	0	0		
November	0	0		
December	0	0		
January	0	0		
February	0	0		
March	0	0		
April	0	0		
May	0	0		
June	0	0		

- (CL 39) Portfolio Planning (N.Sanguinedo)

General Educ. ELL Students	Sept	Oct	Nov	Dec	Jan
	Did all these students receive mandated services in	0	0	0	
Transitional Bilingual Education					
Dual Language					
English as a Second Language					

Feb	Mar	Apr	May	June

• **(CL 42) ELL: Certified ESL/Bilingual Instructors** (N. Sanguinedo)

“Yes” = In Compliance		“No” = Not In Compliance		Fall	Spr
Did all ELL instruction in the school meet the following Requirements:					
CL42	Students received their mandated units of ESL instruction from certified ESL teachers?			Na	
New	Students in a bilingual program received their instruction from certified bilingual teachers?			Na	

Translation and Interpretation Unit (RAPL) (N. Sanguinedo & M. Spirocostas)

Home Language Identification Survey ATS Report: RAPL	Sept	Oct	Nov	Dec	Jan
		1020	1020	1019	
Parent Preferred Language – Entered into ATS	0	0	9		
Parent Preferred Language – Not Entered into ATS	0	0	0		

Feb	Mar	Apr	May	June

• **(CL 43) ELL: Certified ESL/Bilingual Instructors** (N. Sanguinedo)

“Yes” = In Compliance		“No” = Not In Compliance		Fall	Spr
CL43	Did the school’s ESL provider’s record service start dates for students with disabilities who are attending CTT or Special Educ. Classes and are recommended for ESL or Alternate Placement?			Na	
New					

• **(CL 44-45) ELL: LAB-R (RLAT+NYSESLAT)** (N. Sanguinedo)

“Yes” = In Compliance		“No” = Not In Compliance		Fall	Spr
CL44	Did the school administer the LAB-R to all first time , newly admitted DoE students whose home language in not English within ten (10) days from the first day of attendance? ATS Report RLAT			Na	
CL45	Did the school administer the NYSESLAT to all students classified as ELL? NYSESLAT Exam HST Report			Na	

Assessment & Testing (J. Manzo & R. Andrews)

IEP Testing Accommodations	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	Indicate the # of students reviewed in CAP	7	7	7						

• **(CL 46-50) Special Education: Annual Reviews & Mandated Services**
(RMDS, R201, R214, R326, & R674) (M. Ferrigno/I. Della Croce)

Annual Reviews & Mandated Services 2009 – 2010	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

CL46	Did the IEP teams make recommendations, to the extent appropriate, for services in the least restrictive environment , including maintaining the student in his or her current school?									
	RMDS, Report 504, Screen R7 YTD	0	0	0						
	Students in Least Restrictive Environment:	0	0	0						

CL47	Did Tech conduct initial evaluations within sixty (60) calendar days of the receipt of parental consent?									
	ATS Report “ R201 ”	0	0	0						
	Students in need of initial evaluations:	0	0	0						

CL48	Did Tech conduct re-evaluations / triennials within sixty (60) calendar days of the receipt of referral?									
	ATS Report “ R214 ”	1	1	1						
	Students in need of a Re-Evaluation:	0	0	0						

CL49	Did Tech conduct annual reviews of special education students?									
	ATS “ R326 ” – Annual Reviews	8	7	8						

Students In Need of Annual Review:	0	0	0						
Annual Review Completed:	0	0	1						

CL49: The goal is for schools to conduct the annual reviews within one year of the last scheduled conference. In the past, schools used to obtain credit as long as an annual review was conducted and entered in the system before the time of the data extract (typically May or June). However, the program office has asked to change how we measure this. For this current fiscal year 2010-2011:

Schools will achieve compliance only on annual reviews completed on or before the due date.

CL50	Did Tech provide IEP mandated related and support services and SETSS in a timely manner and record first attend data into the computerized tracking system?								
	ATS "R674" – IEP Mandated Sp Ed Services	0	0	0					
	SpEd Services Provided - # of Non-Compliance:	0	0	0					

Miscellaneous Areas of Compliance

1. Human Resources (BEDS) (R. Andrews)

Human Resources			Fall	Spr
"Yes" = In Compliance	"P" = Pending	"No" = Not In Compliance		
All teachers currently teaching core academic subjects are highly qualified to teach those classes (BEDS)?			P	

2. Missing Permanent Records (J. Manzo & M. Spirocostas)

Missing Permanent Records	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Indicate the # of student records not received	3	2	2							

3. PTA (B. Malenfant)

Parent Teacher Association			Fall (Date)	Spr
"P" = Pending				
The PTA Interim Financial Report was submitted to Office of Family Engagement & Advocacy by January			P	

Parent Teacher Association				Fall	Fall	Spr.	Spr.

	Sept.	Dec.	Mar.	June
The PTA quarterly meeting minutes were submitted to the District Family Advocate	yes			

Materials Submitted to DFA (Y=Yes and P=Pending)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May Target ▼	June
PTA Notified Princ. of Election by 5/1										

PTA's (110 Hours) (Chancellor's Reg. A-660)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Building Usage # of Hours/Total	12	8/20	20/40							
SSA Coverage - # of Hours-cumulative	12	20	40							

Parent Coordinator Outreach 2009 – 2010	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Totals
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Parent/Family Consultations

• Total # Phone Consultations	293	465	402	269	417	295	286	328	337	351	3,443
• Total # Walk-In Consultations	139	192	199	202	244	101	170	213	265	219	1,944
• # of Individual Family Consultations	0	0	7	8	5	3	3	3	9	2	40

Workshops Conducted

Number of Workshops Conducted	0	0	0	0	0	0	0	0	0	0	0
Number of Parents at Workshops	0	0	0	0	0	0	0	0	0	0	0

Citywide Parent-Teacher Conference(s)

Number of Parents in Attendance	---	725	---	---	---	---	400	---	---	---	1125
---------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Parent Coordinator Outreach 2010 – 2011	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Totals
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Parent/Family Consultations

# of Phone Consultations	608	622	156								2,164
# of Walk-In Consultations	331	341	153								825
# of Individual Family Consultations	0	0	5								5

Workshops Conducted

Number of Workshops Conducted	3	1	2								6
Number of Parents at Workshops	11	1	2								14

Parent-Teacher Conferences

Number of Parents in Attendance	---	750	---								750
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4. SLT (B. Malenfant)

Materials on file in SITHS (Y=Yes and P=Pending)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SLT Agenda	Yes	Yes	Yes							
SLT Attendance	Yes	Yes	Yes							
SLT Minutes within 5 Days of Meeting	Yes	Yes	Yes							

5. Library Science (N.Sanguinedo + J. Cavaliere)

ATS: RSAI + RFLG + RCHK	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
	%	%	%	%	%	%	%	%	%	%
Does Tech expend all New York State Library Program (NYSLIB) funding on catalogued central library material?	2%	30%	48%							
Does Tech employ library media specialist(s) according to New York State Education Department (NYSED) required staffing certifications and levels?	yes	yes	yes							

6. School Youth Development Plan (R. Andrews)

“Yes” = In Compliance	Certified Updated School Safety Plan		“No” = Not In Compliance	Fall	Spr
	“IP” = In Progress			Oct. Target	
Did Tech complete and submit the School and Youth Development Consolidated Plan to the Office of School and Youth Development by November 5, 2010 ?				IP	
• A Child Abuse Prevention and Intervention Plan (Chancellor’s Reg. A-750)				IP	
• A Crisis Response / Prevention / Education / Intervention Suicide Plan (Chancellor’s Reg. A-755)				IP	
• Attendance Plan (Chancellor’s Reg. A-210)				Yes	
• Other Plans and Identification of Liaisons as Required by Chancellor’s Regulations-(Galaxy)				Yes	

SCHOOL BUDGET

Fiscal Year 2010-11

Step I. Calculation of Preliminary FY11 Cut Base By Adjusting FY10 Total Budget For Projected FY11 Fair Student Funding (FSF) and Changes to Other Allocations Common to All Schools		
Adjusted FY10 Total Budget ⁽¹⁾ - net of shared resources ⁽²⁾		\$6,687,954
Adjustments		
Fair Student Funding ⁽³⁾		\$137,749
Other Allocations Common to All Schools		(\$45,925)
Adjusted FY10 Total Budget Updated for FY11 (Preliminary FY11 Cut Base) ⁽⁴⁾		\$6,779,778
Change from Adjusted FY10 Total Budget to Prelim. FY11 Cut Base		\$91,824
Step II. Reallocation of Non-FSF, Unrestricted Funding for Basic Operations for ALL Schools		
<i>No school's loss of reallocated funds will exceed 3% of its Preliminary FY11 Cut Base. All schools will be brought to a minimum operating threshold of 86.1%. ⁽⁵⁾</i>		
<i>Please see the addendum to FY11 SAM #1 for details of the reallocation methodology.</i>		
	FY11 Funding for Basic Ops.	% Funded to Op. Threshold
FY11 FSF Formula Amount with No Weighting for Academic Need (“Operating Threshold”) ⁽⁶⁾	\$5,565,995	100.0%
Unrestricted Funding for Basic Operations Before Reallocation		
Preliminary FY11 Fair Student Funding allocation	\$5,115,180	91.9%
Other Unrestricted Funds Prior To Adjustments ⁽⁷⁾	\$100,142	1.8%
Total Unrestricted Funding for Basic Operations Before Reallocation	\$5,215,322	93.7%
Adjustments to Non-FSF Unrestricted Funds to Reach Min. Operating Threshold of 86.1% for ALL Schools	(\$100,142)	

FY11 FSF + Other Unrestricted Funds + Operating Threshold Adjustments (Min Target = 86.1%)	\$5,115,180	91.9%
Preliminary FY11 Cut Base Updated to Final FY11 Cut Base	\$6,679,636	
% Change from Prelim. to Final FY11 Cut Base (No More Than -3% For Any School)	-1.48%	

Step III. Calculation of FY11 Budget Reductions

No school's cut will exceed 4.16% of its Final FY11 Cut Base.

Final FY11 Cut Base	\$6,679,636
Budget Reduction	(\$278,083)
% Change to Final FY11 Cut Base	-4.16%

Calculation of Adjustments Made to Reach FY11 Cut Base / Calculation of FY11 Budget Reductions

Footnotes

- The FY10 Total Budget is comprised of FY10 (as of May 2009) Fair Student Funding allocations (including TL FSF, TL Hold Harmless, TL Incremental and TL C4E CTT), FSF mid-year adjustments (including full funding for growth in general education students - see footnote #3), Children First allocations, and FSF Summer allocations. All other allocations are FY10 (as of March 2010).
- For the purposes of establishing an equitable cut base, the following adjustments were made to schools' FY10 Total Budgets (i.e., the starting point from which the FY11 Cut Base was derived) prior to any FY11 changes:
 - Shared allocations were subtracted. Shared allocations are defined as allocations that are "hosted" in a particular school's budget but that pay for resources shared by multiple schools. FY10 allocations in the following categories were removed: AIDP Attendance, TL Attendance, AIDP STH School & Site Based, IDEA Mandated Counseling, IDEA Mandated Speech, IDEA SBST, TL IDEA ARRA Therapist, TL Mandated Counseling, TL Mandated Speech, TL SBST, TL Therapist PS, and TL APE Teacher. Additionally, allocations for UFT Union Officers, UFT District Representatives and UFT Chapter Leaders were deducted from host schools' TL One-Time Allocations (HS).
 - All FY10 Pre-K allocations were subtracted: Even Start, Pre K, PreK Plus, PreK Title I, TL Univ PreK CC, Universal PreK and TL PreK Program Support.
 - The following discontinued FY10 reimbursable allocations were subtracted: Reading First, Title IV Drug Free and Extended Day Violence Prevention.
- Fair Student Funding allocations are inclusive of TL FSF (HS), TL Hold Harmless (HS), TL FSF Incremental (HS) and TL C4E CTT. FY11 FSF has been adjusted as follows:
 - Adjusted to reflect the full (100%) FY10 mid-year adjustment for general education students. (Please note that this adjustment will be for FY11 and is not retroactive to FY10.)
 - Adjusted to reflect projected FY11 register changes.
 - Schools projected to **lose** enrollment were deducted per-student funding based on an effective per capita taking into account cuts made to Fair Student Funding in FY08, FY09 and FY10.
 - Schools projected to **gain** enrollment were funded at the fully weighted FSF per capita.
 - Adjusted for citywide changes in average teacher salary.
- Total budgets as shown on this web page are for the purpose of determining the FY11 cut base only and do not include an individual school's year-over-year changes for mandates, etc. Please see Galaxy for updated FY11 allocations for all allocation categories.
- Please note that the minimum 86.1% operating threshold only pertains to FSF, Children First and TL School Support. Other unrestricted operating funding sources continue to support our schools in these declining budget times.
- In order to establish the amount of funding for basic operations needed by each school, or its "operating threshold", we ran the Fair Student Funding formula net of weighting for academic need using the school's FY11 projected registers (including FY11 FSF registers for English Languages Learners and special education students, and inclusive of the portfolio weight and \$225,000 foundation). Please see the addendum to FY11 SAM #1 for more details.
- FY11 Preliminary Children First and FY11 TL School Support (formerly State Early Grade Class Size Reduction funds), both of which are unrestricted tax levy funding sources.

ENGLISH

1. *Greatest Department Accomplishments over the Last Couple of Years*

- Continued rise in student performance on Regents and Advanced Placement examinations.
- Implementation of school-wide objectives in instructional approaches, including student interaction and classroom technology.
- Successful addition of a writing program that focuses on skill development for all freshman students.
- Student access to computers has become possible through the collaboration of the faculty, administration and the PTA.

2. *Most Significant Supervisory Accomplishments to Date.*

- Successful improvement of teaching through the observation process: Teachers who received strong recommendations in their first observations showed improvement in the indicated areas during their subsequent observations.
- Encouragement of intervisitation: Teachers have been observing one another through the mentoring and observation processes.
- Splitting up department meetings: English and other Humanities departments formerly met under one umbrella,

each subject now has its own monthly departmental meeting to allow for a greater focus on curriculum, instruction, assessment, and other issues specific to each subject area.

4. Refinement of English curriculum: Each English course (1 through 8) now has a list of works that are required and optional. All overlapping works (listed in more than one course) have been eliminated. Students will now have a similar experience with literature regardless of the teachers they have, while enough latitude for teachers has been maintained through their ability to select supplemental works to enrich the courses they teach.
5. Oversight of St. John's College Extension and College Now Programs: these programs complement the AP courses offered to provide greater opportunity for students to experience college-level work while still in high school.

3. Most significant Aids and/or Barriers

AIDS:

- Thorough observation process, inclusive of a walk-through, pre-observation, observation, and post-observation period. Expectations are clearly articulated at all phases of the process.
- Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals.
- Willingness to collaborate among teachers.
- Cooperation of English teachers in developing English curriculum.
- Cooperation of faculty and administration in developing a department-wide grading policy and classroom contract so that all students are held to the highest standard.
- Smart Board, computer, and projector in every room. This helps teachers who teach in 2 or more different rooms throughout the day.
- Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers.

BARRIERS:

- Average class sizes of 29-30 students impedes teachers' ability to address individual students during their classes and in marking homework. Expectations of increased rigor and assignments should be commensurate with accommodations in aggregate student load. This is most acute in the English department.
- Increase in the number of teachers with fewer than three years of experience.
- Absence of data-informed procedures to regularly set measurable and rigorous learning goals for individual and groups of students.

RUSSIAN

1. Greatest Department Accomplishments over the Last Couple of Years

1. Continued outstanding student performance on Regents and Advanced Placement examinations.
2. Implementation of school-wide objectives in instructional approaches, including student interaction and classroom technology.
3. Expansion of advanced course offerings in Russian.
4. Introduction of Rosetta Stone Software.
5. Maintaining and enlarging student participation in the Russian Exchange program dependent on participating Moscow schools).
6. Development of Russian course sequence for heritage speakers of Russian.

2. Most Significant Supervisory Accomplishments to Date.

1. Successful improvement of teaching through the observation process: Teachers who received strong recommendations in their first observations showed improvement in the indicated areas during their subsequent observations.

2. Encouragement of intervisitation: Teachers have been observing one another through the mentoring and observation processes.
3. Splitting up department meetings: Whereas English and Russian departments formerly met under the umbrella Humanities Department, each subject now has its own monthly departmental meeting to allow for a greater focus on curriculum, instruction, assessment, and other issues specific to each subject area.
4. Oversight of Russian Exchange: We have 15 students participating in the exchange this year, and we successfully hosted 15 students from Moscow. Several parent meetings were held and excursions arranged to make the program successful and enriching.

3.

Most significant Aids and/or Barriers

AIDS:

- Thorough observation process, inclusive of a walk-through, pre-observation, observation, and post-observation period. Expectations are clearly articulated at all phases of the process.
- Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals.
- Smart Board, computer, and projector in every room. This helps teachers who teach in 2 or more different rooms throughout the day.
- Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers.

BARRIERS:

- Average class sizes of 29-30 students impede teachers' ability to address individual students during their classes.
- At-risk student access to Rosetta Stone via home internet.
- Absence of data-informed procedures to regularly set measurable and rigorous learning goals for individual and groups of students.
- Lack of communication (at least monthly or at the end of each unit) with students and parents.
- There is a need to create a credit recovery program in PM school where students at each grade level can work with a teacher to their specific skill gap.

PERFORMING ARTS

1.	<i>Greatest Department Accomplishments over the Last Couple of Years</i>	
	<ol style="list-style-type: none"> 1. Achievements of Band Program and performances, including the second successful year of Jazz Band. 2. A full program for freshman who are not involved in band to experience theater through performance. 3. The introduction of SMART Music has made progress measurable to all students within the classroom and has been utilized as a tutoring tool for students who need to refine their skills for upcoming performances. 	
2.	<i>Most Significant Supervisory Accomplishments to Date.</i>	
	<ol style="list-style-type: none"> 1 <u>Successful improvement of teaching through the observation process:</u> Teachers who received strong recommendations in their first observations showed improvement in the indicated areas during their subsequent observations. 2 <u>Encouragement of intervisitation:</u> Teachers have been observing one another through the mentoring and observation processes. 3 <u>Expansion and achievements of the Band Program</u> - the caliber of playing coupled with the anticipated five levels of band for the Spring term. 	
3.	<i>Most significant Aids and/or Barriers</i>	
	<p><u>AIDS:</u></p> <ul style="list-style-type: none"> • Thorough observation process, inclusive of a walk-through, pre-observation, observation, and post-observation period. Expectations are clearly articulated at all phases of the process. • Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals. • Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers. 	<p><u>BARRIERS:</u></p> <ul style="list-style-type: none"> • Average class sizes of 29-30 students impede teachers' ability to address individual students during their classes.

SOCIAL STUDIES

1. *Greatest Department Accomplishments over the Last Couple of Years*

1. Continued outstanding student performance on Regents and Advanced Placement examinations.
2. Implementation of school-wide objectives in instructional approaches, including student interaction and classroom technology.
3. Expansion of advanced course offerings in Social Studies.
4. Use of inquiry team data to expand access to Advanced Placement and affective classroom programming .
5. NYC DOE waiver for participation in Advanced Placement Reading.

2. *Most Significant Supervisory Accomplishments to Date.*

1. Successful improvement of teaching through the observation process: Teachers who received strong recommendations in their first observations showed improvement in the indicated areas during their subsequent observations.
2. Encouragement of intervisitation: Teachers have been observing one another through the mentoring and observation processes.
3. Splitting up department meetings: Social Studies and other Humanities departments formerly met under one umbrella, each subject now has its own monthly departmental meeting to allow for a greater focus on curriculum, instruction, assessment, and other issues specific to each subject area.
4. Refinement of Social Studies curriculum: All four global courses (H1 through H4) and both American courses (H5 and H6) have a complete list of aims. This serves as an indispensable aide to new teachers as well as a guide for experienced teachers. Because of the split semesters, it is imperative that all teachers end their courses at the same point and on the same topic to allow for smooth transitions.

3. *Most significant Aids and/or Barriers*

AIDS:

- Thorough observation process, inclusive of a walk-through, pre-observation, observation, and post-observation period. Expectations are clearly articulated at all phases of the process.
- Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals.
- Cooperation of Social Studies teachers in developing Social Studies curriculum
- Smart Board, computer, and projector in every room. This helps teachers who teach in 2 or more different rooms throughout the day.
- Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers.

BARRIERS:

- Increase in the number of teachers with fewer than three years of experience.
- Absence of data-informed procedures to regularly set measurable and rigorous learning goals for individual and groups of students.
- Lack of communication (at least monthly or at the end of each unit) with students and parents.
- Lack of full reimbursement for expenses related to College Board AP Conferences (example: air, hotel, conference registration).

MATHEMATICS

1.	<i>Greatest Department Accomplishments over the Last Couple of Years</i>	
	<ol style="list-style-type: none"> 1. Academic Achievements: Regents results and Advanced Placement results 2. Total number of students completing four years of mathematics 3. Results on BC and AB Calculus Advanced Placement exams 4. Willingness of staff members to work together with a common goal 5. Quality of instruction has moved to a more student-centered lesson 6. Increase in the level of usage of Technology in the classroom (Ex. Smart Math Notebook Edition) 7. Partnership with the College of Staten Island's College Now Program leading to College Level Courses (MTH 214) taught at S.I. Tech, afterschool, by a college professor. 	
2.	<i>Most Significant Supervisory Accomplishments to Date.</i>	
	<ol style="list-style-type: none"> 1. Quality of the Mathematics classes with a high level of instruction. 2. Influx of Tech Alumni as part of the Tech staff (both as teachers and supervisors) 3. Special school program with all teachers on a 1-9 schedule with tutoring available every day. 4. Increase in the number of teachers teaching Advanced Placement courses. 	
3.	<i>Most significant Aids and/or Barriers</i>	
	<p><u>AIDS:</u></p> <ul style="list-style-type: none"> • SmartBoard Technology and Smart Notebook – Math Edition. • Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals. • Number of teachers in their own classroom, as opposed to sharing a classroom. • Availability of Principal during classroom observations to witness strengths and weaknesses of individual teachers. • Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers. • Partnership with the College of Staten Island's College Now Program, which lead to College Level Courses (MTH 214) taught at S.I. Tech, afterschool, by a college professor. 	<p><u>BARRIERS:</u></p> <ul style="list-style-type: none"> • Percentage of staff with less than three years experience • DoE hiring restrictions • Absence of data-informed procedures to regularly set measurable and rigorous learning goals for individual and groups of students. • Lack of usage of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers (at least monthly or at the end of each unit) .

SCIENCE

1.	<i>Greatest Department Accomplishments over the Last Couple of Years</i>
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1. Addition of new staff to each of the respective disciplines in the Science Department.
2. Development of additional Advanced Placement and Elective Science Courses - AP Psychology, AP Physics C, and the expansion of SERP.
3. Creating a sense of team work and distributive leadership amongst the department. Everyone has a say in what direction the department is going. Most decisions are made collaboratively, with much feedback from the teachers before moving forward.
4. Creating an extended make-up lab schedule, designed to prevent students from being barred from taking regents exams by achieving the mandated 1200 minutes of science lab.
5. Increasing the number of students achieving an 85 or higher in the Living Environment, Chemistry, and Physics Regents exams.
6. Addition of a Science Research Lab and Forensic Science Lab.

2.	<i>Most Significant Supervisory Accomplishments to Date.</i>
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1. Expansion of the Science Engineering Research Program (SERP)
2. Expansion of the Departmental staff.
3. Inclusion and development of additional Advanced Placement and unique Science Electives for the following and upcoming years.
4. NYCSEF and ISEF Semi-Finalists and Finalists
5. Intel Science Talent Search Finalists and Semi-Finalists
6. Quality of Life Finalists
7. Nobel Laureate Finalists
8. Envirothon Finalists
9. Distinction as having the best AP Biology results in the State of New York.
7. Increasing the number of students achieving an 85 or higher in the Chemistry, and Physics Regents exams.

3.	<i>Most significant Aids and/or Barriers</i>
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<u>AIDS:</u>	<u>BARRIERS:</u>
<ul style="list-style-type: none"> • A collective mindset amongst the department that all teachers should teach advanced placement or elective courses, or develop them. • Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals. • Having additional staff to create unique classes and have smaller class sizes, as necessary in Science classes. • Utilizing a distributive leadership model which allows all departmental staff to shape the direction and focus of our department. • Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers. 	<ul style="list-style-type: none"> • Implementation of effective differentiated instructional techniques that will support learning and increase the number of students getting 85 or higher on science Regents. • Absence of data-informed procedures to regularly set measurable and rigorous learning goals for individual and groups of students. • Lack of communication (at least monthly or at the end of each unit) with students and parents. • Class Size - The Science course class registers range from 30-34 per class, decreasing the ability for a more personalized approach to instruction. • Cost of running double-period AP Science Courses limits the expansion of new courses without the hiring of staff, in a school that is growing each year.

ENGINEERING

1. *Greatest Department Accomplishments over the Last Couple of Years*

1. Caliber of Engineering Classes
2. Quality of instruction has moved to a more student-centered lesson
3. Increase in the number of students admitted to the top Engineering colleges in the nation.
4. Creation of two new Technology courses: Intro to TV Production and S.T.E.M. Research
5. Near complete construction of Television Production Studio, along with the introduction of a new coordinating curriculum.
6. Winning the FIRST Robotics New York Regional Chairman’s Award – The most prestigious award achievable in FIRST Robotics.
7. Addition of new staff to the Engineering Department.
8. Application for Career and Technology Education State and DoE Approval.
9. Revamping of the Digital-Analog Electronics Sequence with the addition of a new Electronics classroom/lab.
10. Addition of an Apple Mac Lab of 34 computers.

2. *Most Significant Supervisory Accomplishments to Date.*

1. Quality of the Engineering classes - the Electronics and AutoCAD classes are college-level classes with a high level of instruction. The Intro to Engineering, Drawing, Software, and Computer Programming classes provide a rich, well-rounded experience for our students; probably one of the richest packages in the country.
2. Accomplishments and achievements of the FIRST Robotics team - We have become a nationally recognized team with an excellent reputation.
3. Winning the FIRST Robotics New York Regional Chairman’s Award – The most prestigious award achievable in FIRST Robotics, along with the Woodie Flowers Mentors Award (Steven Raile), as well as being a First Finalist in the NY Regional.
4. Near completion of the construction of a new State of the Art Television Production Studio along with the introduction of a new coordinating curriculum.
5. Application for Career and Technology Education State and DoE Approval.
6. Addition of an Apple Mac Lab of 34 computers.

3. *Most significant Aids and/or Barriers*

AIDS:

- SmartBoard Technology.
- Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals.
- Creation of a new Technology lab (C-35/37)
- VTEA funding for the continued support for our CTE Program.
- Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers.

BARRIERS:

- DoE hiring restrictions
- Limited school budget for FIRST Robotics Competitions.
- VTEA funding for the continued support for our CTE Program.

PHYSICAL EDUCATION

1.	<i>Greatest Department Accomplishments over the Last Couple of Years</i>	
	<ol style="list-style-type: none"> 1. Maintaining separate sections exclusively for students in their first year of high school. 2. The addition of the off-site Bowling Selective taught by bowling expert and Physical Education Department teacher. 3. The addition of the Fitness Center with Cybex Weight Machines, cardio stationary bicycles, side cable pull machine and locker rooms. 4. The addition of the Dance Center which includes stretching bars, mirrored walls and a separate locker room. 5. The addition of Dance Selective and Aerobics Selective. 6. The addition of Volleyball Selective taught by NYC PSAL Champion coach. 7. Maintaining Health classes in the freshman year curriculum. 8. Continuing to offer AIDS Education to the entire student body. 9. Expanding the curriculum within the Physical Education Department to include units on European Hand Ball and Floor Hockey. 	
2.	<i>Most Significant Supervisory Accomplishments to Date.</i>	
	<ol style="list-style-type: none"> 1. Use of video technology – classroom lessons were videotaped and given to the teacher for reflection on his/her teaching style and the observation of student responses. 2. Health and Fitness Week – this educational week that is organized collaboratively with the Health and Physical Education Department is now being led by SITHS student leaders; this year assistance is being elicited from outside sources such as the central offices of the NYC DOE as well as community vendors and SITHS parents. 3. Aerobics Selective - a second section has been added this year. Currently, units on Yoga, Step Aerobics, Kick Boxing and Jump Rope are being taught. The class is able to benefit from the two flat screen televisions purchased for the classroom. 4. Basketball Selective has been added. 5. Weight Training Selective has been added. 	
3.	<i>Most significant Aids and/or Barriers</i>	
<p><u>AIDS:</u></p> <ul style="list-style-type: none"> • The openness of the Physical Education teachers to new programs and units. • Creation of schoolwide, department, teacher, and student S.M.A.R.T. goals. • The cooperation of the school’s administration to use General Education funds to purchase new equipment. 	<p><u>BARRIERS:</u></p> <ul style="list-style-type: none"> • The classrooms that contain the Dance, Aerobic and Weight Training selectives lack the space to hold a full register (50) of students. • Bathroom facilities are not available in the basement area where the Dance, Aerobics and Weight Training selectives are taught. • Classes meeting in the first floor gymnasium are often interrupted by students who are late to school or late to class and need to use their lockers. 	

PUPIL PERSONNEL SERVICES (PPS)

1.	<i>Greatest Department Accomplishments over the Last Couple of Years</i>	
	<ol style="list-style-type: none"> 1 Addition of a Guidance Counselor to the S.I. Tech Pupil Personnel Services Team – Thus, giving support to the other two counselors to spend more time with the sophomores, juniors and senior. 2 Addition of an evening Scholarship Coordinator. 	
2.	<i>Most Significant Supervisory Accomplishments to Date.</i>	
	<ol style="list-style-type: none"> 1 <u>Successful improvement of counseling through the observation process</u>: Each counselor is required to make a presentation on a predetermined topic to his/her fellow counselors as part of the observation process. 2 <u>Encouragement of intervisitation</u>: Counselors have been observing one another through the mentoring and observation processes. 3 <u>Paperless College Office</u> 	
3.	<i>Most significant Aids and/or Barriers</i>	
	<p><u>AIDS:</u></p> <ul style="list-style-type: none"> • Willingness to collaborate among counselors. • Technology • Scholarship offers to graduates 	<p><u>BARRIERS:</u></p> <ul style="list-style-type: none"> • Caseload size increase due to rise in student enrollment. • 6.2 % poverty rate . • Low parent response rate to the City’s Learning Environment Survey. • Less than 100% registration to Naviance. • Missing parent email addresses. • Addition of students with IEP / 504 over the last 4 years.

DATA DRIVEN NEEDS ASSESSMENT CHARTS

DIRECTIONS: AFTER REVIEWING AND ANALYZING THE ATTACHED STUDENT, INSTRUCTIONAL, & ORGANIZATIONAL INFORMATIONAL DATA (SEE BELOW), PLEASE ADD TO THE “SIGNIFICANT FINDINGS” AND “ROOT CAUSES” COLUMNS ANY RELEVANT FACTS YOU WISH TO INCLUDE. PLEASE HIGHLIGHT YOUR INFORMATION IN “YELLOW.”

<u>Significant Findings</u>		<u>Root Causes / Contributing Factors</u>		
WHAT DO YOU FIND SIGNIFICANT IN THE DATA BELOW?		WHAT ARE THE CAUSES / CONTRIBUTION FACTORS BEHIND YOUR SIGNIFICANT FINDINGS?		
Admissions	1	For the past two years, Tech has been assigned and matched with 350 potential freshmen candidates. Implications: Need for additional faculty, materials, and space has increased.	1	DoE has assigned Tech an enrollment figure of 350 students per year.
	2	Increase in # of Special Edu. Students	2	SHSAT design
	3	Increase in # of ESL students	3	SHSAT design
	4	Increase in # of Asian students <ul style="list-style-type: none"> • 5.3 % in 3 years 	4	Insufficient data
	5	Increase in the # of Male students <ul style="list-style-type: none"> • 4.6 % in 3 years 	5	Males have a greater attraction to Math, Science, and Engineering courses-of-study.
	6	Decrease in the # of Female students <ul style="list-style-type: none"> • 4.6 % in 3 years 	6	Females have less attraction to Math, Science, and Engineering courses-of-study.
	7	“Angular Student”	7	SHSAT is not based on an overall power score in ELA and Mathematics.

Significant Findings

WHAT DO YOU FIND SIGNIFICANT
IN THE DATA BELOW?

Root Causes / Contributing Factors

WHAT ARE THE CAUSES / CONTRIBUTION FACTORS
BEHIND YOUR SIGNIFICANT FINDINGS?

Data Analysis	1	Some departments look more closely at the patterns in students' performances than others.
	2	Collection and analysis of students' performance on the basis of ethnicity and gender is inconsistent.
	3	Tech has made some progress for gauging student progress through the use of the grading policy.
	4	Learning Environment Survey (LES) response rates at Tech in comparison to the City average for 2009 are lower for parents (-8%) and teachers (-13%).
	5	75% of the teacher respondents to the LES felt that the school leadership invited them to play a meaningful role in setting goals and making important decisions for the school.
	6	71% of student respondents to the LES feel that their teachers inspire them to learn. Below city average.
	7	24% of student respondents to the LES feel uncomfortable about asking a teacher about a problem they are having in class.
	8	70% of teacher respondents to the LES felt the professional development they received provided them to better meet the needs of their students.
	9	ARIS data is somewhat insufficient

1	Need for a school leaders and <u>all</u> faculty to systematically capture and analyze informational data relating to the performance of individual students and groupings of students.
2	Need for school leaders and faculty to systematically and consistently collect and analyze student performance data on the basis of ethnicity and gender.
3	Need to align faculty grading policies with departmental and teacher S.M.A.R.T. goals.
4	Apathy / Mistrust / Satisfaction may discourage responses
5	Need for (1) Inquiry Teams in each core subject area; (2) Better communication between SLT and teachers; and (3) Continuity on how S.M.A.R.T. goals are established and monitored
6	Need for (1) student S.M.A.R.T. goals; (2) interim goals / bench-marks; and (3) the creation of Academic Center Guidelines for student success. Need for more courses and electives beyond graduation requirements. Many students are self inspired and will not attribute this to someone else.
7	Need for (1) more effective daily questioning techniques that facilitate higher levels of critical thinking in a challenging lesson; (2) pre-planned differentiated instruction that maximizes student engagement and incorporates as a minimum cluster and pair-share activities on a daily basis; and (3) the creation and implementation of Academic Center Guidelines to ensure student growth.
8	Need for on-going: (1) in-house ARIS training & Inquiry Teams exploration; (2) supervisory support via Tech's Observation Process; (3) availability of Tech's computer associate to teachers; and (4) tailored Professional Development.
9	Need for school leaders and faculty to design and implement a process that enables them to systematically collect a range of data in all subjects classes. This will allow for on-going analysis of student performance and the identification of trends in individual students and sub-groups.

Significant Findings

WHAT DO YOU FIND SIGNIFICANT
IN THE DATA BELOW?

Instruction	1	Tech has made some progress in meeting the targets for greater student engagement in lessons.
	2	Some teaching allows students to be too passive and to not engage actively in lessons.
	3	There is a limited use of small group / cluster work discussions within classes in some subjects, which places a limit on student's progress.
	4	Observation Process contributes greatly to teacher growth and support as well as to the development and implementation of measurable instructional goals.
	5	Some teachers are not returning copies or original assessments (exams) to students so that they can make future references to the material outside of the classroom.
	6	Students truly want to be in Tech and make the most of all the opportunities it provides.
	7	Some teachers are creating Mid-Term & Final assessments that are not representative of the Regents Examination or what other teachers, teaching the same curriculum, are covering.
	8	Some teachers are not using Technology (such as Smartboards) to the full extent or intent of the technology's function

Root Causes / Contributing Factors

WHAT ARE THE CAUSES / CONTRIBUTION FACTORS
BEHIND YOUR SIGNIFICANT FINDINGS?

1	Need to ensure that all lessons are planned to maximize student understanding and engagement.
2	Need to further communicate to Tech's faculty guidelines for a "Well Developed" lesson and continue to assess individual teacher ability to engage all students throughout the lesson
3	Need for daily monitoring and assessment of demonstrated differentiated instruction in the classroom which should include a pre-planned cluster / group activity that is aligned with the school's rubric for a "well-developed" lesson.
4	Tech's observation rubric process centers on teacher support and development. It communicates a clear instructional vision, and includes a series of walk-throughs, pre- & post-conferences, teacher support, and data driven discussions.
5	Students and parents are entitled to a copy of a teacher's exam questions and their student's respective answer sheet. A student's and parent's ability to seek academic intervention without having the specific assessment tool is limited. Concern: In many AP classes there are limited numbers of "released college board AP questions." Once distributed to students and parents the security of these questions use in the future is seriously compromised.
6	SBO schedule allows time for extended day tutoring as well as ensures students have time after school for co-curricular activities. Student surveys and administrative interaction with the S.O. and informal student leaders contributes to a better understanding of student needs.
7	A need for departmental mid-term and final exams. This ensures that curriculum maps are aligned and that there is consistency amongst various teachers of a discipline.
8	A need for Smartboard PD in an effort to foster more effective usage of the technology as an interactive tool, as opposed to a digital projection device and screen.

Significant Findings

WHAT DO YOU FIND SIGNIFICANT
IN THE DATA BELOW?

Communication	1	<p>Parents and students desire more of an exchange of information on student needs and progress.</p> <p>(ex., Need for updates on student progress required before generation of marking period report cards.).</p>
	2	Some parents calls are not being returned by faculty and on-going
	3	During a given marking period, student progress is not being fully shared in a timely fashion with some students and/or parents – thus limiting opportunities for academic intervention.
	4	ARIS is not understood by all parents.
	5	<p>A number of parents claim not to know if the following problems occur at the school:</p> <ul style="list-style-type: none"> • Students being threaten or bullied • Students being disrespected by Staff • Students being subjected to racial or bias remarks by staff • Students use alcohol or illegal drugs during school. • Gang activity

Root Causes / Contributing Factors

WHAT ARE THE CAUSES / CONTRIBUTION FACTORS
BEHIND YOUR SIGNIFICANT FINDINGS?

1	<p>Greater need for school leaders and faculty to engage students and families in reciprocal and ongoing discussions regarding student progress, including learning needs and outcomes, assessment results, and attendance data.</p> <p>Need for the distribution by the teacher of interim reports to parents for students in need of assistance (ex., monthly/at the end of each unit).</p> <p>Need to train parents in the use of modern communication such as email or Naviance.</p>
2	<p>Teachers need to check and respond to their voice and e-mails on a daily basis._</p> <p>Need for school leaders and faculty to meet regularly with students (at least weekly) and periodically with their families to ensure that there is a clear understanding of the goals in all core subjects and timeframes set to increase student achievement.</p>
3	Need for on-line posting of Grading Policies and Snap-Grades. Assessment transparency can assist in the improvement of instruction and student success.
4	Lack of parent training on ARIS.
5	<p>Lack of parent involvement and parent apathy with regard to staying informed via the PTA Newsletter, school's website, and Tech community meetings.</p> <p>Parents may not hear of these issues because the occurrences are low.</p>

Significant Findings

WHAT DO YOU FIND SIGNIFICANT
IN THE DATA BELOW?

PPS	1	Increase in Suspensions
	2	Very few students leave the school before graduating.
	3	Notable increase in workloads leading to less student contact time, while the amount of information available on students increase.
	4	College acceptance rates and scholarship money offered to students.

Root Causes / Contributing Factors

WHAT ARE THE CAUSES / CONTRIBUTION FACTORS
BEHIND YOUR SIGNIFICANT FINDINGS?

1	See Compliance Report – Suspension Summary
2	Counseling for students well organized and those students who need more help receive it.
3	A Need for PD on effectively usage of electronic information systems that have been created to aid members of the PPS department to more efficiently find pertinent data and information on students.
4	College Counseling Office, outreach to universities, college visitation (joint school parent activity), teacher recommendation letters, use of Naviance, excellent parent – student – school communication via yearly class meetings, guidance visitation to English Classes, writing program helps college essays.

Significant Findings

WHAT DO YOU FIND SIGNIFICANT
IN THE DATA BELOW?

Professional Development	1	Tech has only begun to visit other schools of a broadly similar kind.
	2	Inquiry Team focus is primarily on writing performance needs of freshmen students in ELA classes.
	3	Departments are less able to pinpoint precisely how they will achieve a particular percentage goal because goal setting is not commonly focused on such detail.
	4	Some teachers are not using Technology (such as Smartboards) to the full extent or intent of the technology's function
	5	Teachers spend vacation time to get PD especially for AP classes.

Root Causes / Contributing Factors

WHAT ARE THE CAUSES / CONTRIBUTION FACTORS
BEHIND YOUR SIGNIFICANT FINDINGS?

1	Budget and instructional time restrictions.
2	Need for Departmental Inquiry Teams in core subject areas.
3	Need for alignment between schoolwide, departmental, teacher, and student S.M.A.R.T. goals.
4	A need for Smartboard PD in an effort to foster more effective usage of the technology as an interactive tool, as opposed to a digital projection device and screen.
5	Opportunity to turn-key for staff is professionally encouraged.

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.

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During either the Fall 2010 / Spring 2011 semester, it is expected that 50% (4 out of 8) of the following "Performance Sub-Targets" (shown below), where students get 85 or higher on the respective Regents examination, will be achieved: (a) Comprehensive English, Global History, Geography and US History and Government, and Russian Regents ►85% or higher; (b) Algebra ►74% or higher; and (c) One Science from the following: Living Environment; Chemistry; Physics ►70% or higher].</p>
<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010/2011 school year, 85% of the 38 core subject area teachers will, during the observation process, demonstrate skills that have "met" proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor.</p> <p style="text-align: center;"><u>Differentiated Instructional Objectives</u></p> <ol style="list-style-type: none"> a. To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful. b. To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another's thoughts c. To have students intermittently "Think-Pair-Share" or Obtain Information from Someone Other than the Teacher d. To assign a Pre-Planned Cluster / Small Group Activity e. To post the AIM throughout the lesson on the whiteboard and/or SmartBoard.
<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010/2011 school year, 40% of the 38 core subject area teachers involved in the schoolwide observation process will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.</p>
<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010/2011 school year, have 10% of the 52 SITHS teachers plus 4 supervisors visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring "Effective Teaching Practices."</p>
<p>Annual Goal #5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010/2011 school year, continue to monitor and analyze 10 of Tech's Compliance Report items (see a-j below) as part of a schoolwide Compliance Committee inquiry into the evaluation of the changing needs of students new to the school and the implications for instruction and the budget based upon available data.</p> <p><u>Compliance Report items:</u> (a) Assessment & Testing - IEP Testing Accommodations; (b) Fitnessgram; (c) 407's and Planning Interviews; (d) Immunization & Tuberculosis; (e) Vision Testing; (f) Extended Day Tutoring Contacts; (g) Reported SITHS Occurrences on OORS; (h) HLIS; (i) Annual Reviews; and (j) Re-evaluations.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):	Core Subject Areas (ELA; Mathematics; Social Studies; and Science) & Culminating Regents Examinations	
Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	During either the Fall 2010 / Spring 2011 semester, it is expected that 50% (4 out of 8) of the following “Performance Sub-Targets” (shown below), where students get 85 or higher on the respective Regents examination, will be achieved: (a) Comprehensive English, Global History, Geography and US History and Government, and Russian Regents ►85% or higher; (b) Algebra ►74% or higher; and (c) One Science from the following: Living Environment; Chemistry; Physics ►70% or higher].	
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>	Actions/Strategies/Activities: <ul style="list-style-type: none"> • Roll-out of the <u>Common Core State Standards</u> • Analyze ARIS data pertaining to student performance by class, gender, grade and /or ethnic group and attempt to pinpoint how specific strategies helped achieve percentage objectives. • Examine and analyze with teachers the percentage and number of students with Regents grades above 85 as well as explored how these grades affected the shift in the types of diplomas being granted to our young women and men. • Utilize primary source documents and other student assessment information to influence schoolwide decision-making among all constituency group members with regard to instructional practices / curriculum implementation, and fair and credible assessment. • Align curriculum, assessment, and instruction (i.e., Assess what is being taught and teach what is being assessed.). Assure the validity of all exams. Employ test question analysis to assist in identifying the overriding needs of our students and also influence instruction. • Provide professional development on credible and fair assessment. • Continue to enforce an academic honesty policy by which students will be held to a schoolwide code of behavior that clearly delineates the penalties for academic dishonesty and plagiarism. • Review and continue to bring into line teacher grading policies with individual course performance standards. Encourage ALL teachers to post an online rollbook. • Instruct teachers to prepare and distribute in September and February subject class grading policies that are to be aligned with their roll book and department guidelines. Suggest that the criteria in the policy should be at least 90% objective. Explore the advantages and disadvantages of having 5%-20% of student’s final grade determined by his or her Regents Exam score in Science. • Implement and promote departmental practices that support a physically and emotionally secure school environment. . • Put into action and publicize practices that encourage students to do their best and develop rigorous and meaningful academic goals. Further involve students, parents, and educators in a partnership to promote student learning. • Use of Edline and Naviance as a means of keeping an open line of communication between students, parents and teachers. 	
	Target population(s): Students: Grades 9-12	
	Responsible Staff Members: Principal; Assistant Principals; Teachers; Parents; and Students	
	Implementation Timelines: September - June	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	Continue to support teacher efforts via Observation Process; Provide ongoing PD; Reduce class size budget permitting	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	During the Fall 2010 and Spring 2011 school year, Assistant Principals and faculty will discuss at various intervals student progress as measured against performance targets [i.e., (a) Comprehensive English, Global History and Geography, US History and Government and Russian. ►85% or higher; (b) Algebra ►74% or higher; and (c) One Science from the following: Living Environment; Chemistry; Physics ►70% or higher]. Projected gains based on city, state, and in-house assessments will be analyzed.	

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	All Instructional Classes	
Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>During the 2010/2011 school year, 85% of the 38 core subject area teachers will, during the observation process, demonstrate skills that have “met” proficiency in implementing each of the five Differentiated Instructional Objectives (a-e) listed below, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor.</p> <p align="center"><u>Differentiated Instructional Objectives</u></p> <ol style="list-style-type: none"> To provide in all lessons a variety of interactive student-to-student instructional opportunities, which will ensure that every student takes a more active part in problem solving, critical, reflective, and creative thinking, and other activities which make higher level subject matter meaningful. To facilitate creative student thinking through application of questioning techniques which afford students ample opportunity to build on one another’s thoughts To have students intermittently “Think-Pair-Share” or Obtain Information from Someone Other than the Teacher To assign a Pre-Planned Cluster / Small Group Activity To post the AIM throughout the lesson on the whiteboard and/or SmartBoard. 	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> Aligning current curriculum and instructional practices to the <u>Common Core State Standards</u> As indicated in Tech’s Mission Statement, continue to infuse within the school’s overall program, learning experiences that promote the development of exemplary character, scholarship, service, leadership, and citizenship in all students. Implement and adhere to the school’s Pledge for Educational Excellence thus allowing for the teaching of high-level content, subject-related materials with optimum student engagement on a daily basis. Have teachers ensure all students take a more active part in learning by incorporating into daily lessons all three of the following instructional strategies: a) Facilitating creative student thinking through application of questioning techniques which afforded students ample opportunity to build on one another’s thoughts; b) Intermittently having students “Pair-Share” or Obtain Information from Someone Other than the Teacher; c) Assigning a Pre-Planned Cluster / Small Group Activity Use technology to further integrate and expand deeper levels of critical and creative thinking / literacy in all aspects of the instructional program. + Continue to use data to drive standards-based classroom instruction and support the learning process through community resources. + Meet with individual students and parents to discuss academic issues including placement in appropriate classes. These conferences and discussions should include a review of the student’s academic progress, relationship with individual teachers, the teachers’ testing and grading policies and problems in programming. + Explore the use of periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions. <p>Target population(s): Students: Grades 9-12</p> <p>Responsible Staff Members: Assistant Principals; Teachers</p> <p>Implementation Timelines: September – June</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Ongoing supervisory support and continued PD for faculty.</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>Throughout the school year, the Principal, Assistant Principals and teachers will conference during the observation process to discuss, analyze and measure individual instructor growth toward “meeting” proficiency in terms of the five Differentiated Instructional Objectives (a-e) listed above, and at least two from items a–d during any short visit to a classroom by the principal and/or supervisor. Projected gains will be documented in respective observation reports.</p>	

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	All Subject Classes	
<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010/2011 school year, 40% of the 38 core subject area teachers involved in the schoolwide observation process will <u>analyze</u> and <u>document</u> their student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction.</p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Aligning current curriculum and instructional practices to the Common Core State Standards • Ensure that all faculty continue to receive training in the use of ARIS. <ul style="list-style-type: none"> ○ Schedule SITHS administrators and teachers for training in the use of ARIS. ○ Analyze on a schoolwide level ARIS data pertaining to student performance by class, gender, grade and/or ethnic group. ○ Include a discussion of ARIS data as part of observation process. ○ Provide time at Faculty and Department Meetings to discuss the applications and use of ARIS. ○ Use ARIS data to help inform the school Inquiry Team • Continue to look at student work on a routine basis with faculty. • Utilize the data and its suggestive trends to inform classroom instruction. • Modify instructional practices based on data analysis. • Evaluate intervention strategies on individual class level. • Continue to analyze standardized test scores (PSAT, SAT, Regents, SAT II, ACT, ...) as well as teacher developed tests. • Implement a consistent approach by which departments can analyze student performance on the basis of ethnicity and gender. The school’s objective is to explore various patterns in students’ performance that can be addressed collectively. • Continue with a cross-department imitative to focus more attention on students who are failing courses (Inquiry Team). Examine level of student engagement with their work and counsel them accordingly. <p>Target population(s): Students: Grades 9-12</p> <p>Responsible Staff Members: Principal; Assistant Principals; Teachers; Parents; and Students</p> <p>Implementation Timelines: September - June</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Provide budget for ARIS training, Inquiry Team Support, and Faculty PD</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>Throughout the school year, the Principal, Assistant Principals and teachers will conference during the observation process to discuss, analyze and measure student performance by class, gender, grade, or ethnic group and utilize the data and its suggestive trends to inform classroom instruction. Projected gains will be documented in respective observation reports.</p>	

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	All Subject Classes	
Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	During the 2010/2011 school year, have 10% of the 52 SITHS teachers plus 4 supervisors visit similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring “Effective Teaching Practices.”	
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>	Actions/Strategies/Activities: <ul style="list-style-type: none"> • Establish teacher ownership of the school’s Vision and Mission Statement. • Arrange for SITHS supervisors and faculty to visit similar schools and participate in intervisitations within the school • Encourage assistant principals and faculty to participate in relative college courses and DoE sponsored workshops. • Continue with the implementation of a teacher observation process which includes a walk-through, and a pre- and post-observation conference. • Share, acknowledge, and encourage “Best Teaching Practices.” • Review the “Principles of Learning” and their relationship to the SITHS four bottom line initiatives. • Provide teachers with written explicit supervisory recommendations based upon evidence gathered during walk-throughs, and formal and informal observations. + State and clarify for teachers the basic elements which must appear in their daily lessons. + Talk to teachers about their professional assignments and its impact on their professional growth and classroom effectiveness and / or instruction. + Review with teachers their 30-Minute Teacher Extended Time Tutoring statistics as well as examined how to increase their number of student contacts during this time in an effort to improve overall student performance in their current classes. + Discuss the percentage and number of students in each department with Regents grades above 85 as well as explore how these grades affected the shift in the types of diplomas being granted to our young women and men. • Discuss supervisory expectations and/or challenges stated in prior observation reports. • Request that each teacher analyze the percentage of “accountable talk” time in a given lesson. 	
	Target population(s): Students: Grades 9-12	
	Responsible Staff Members: Principal; Assistant Principals; Teachers; Parents; and Students	
	Implementation Timelines: September - June	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	Transportation budget \$\$\$ for inter-school visitation and subject related conference participation.	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Throughout the school year, the Principal, Assistant Principals and teachers will conference during the observation process and/or selected faculty and department meetings to discuss and arrange for visits to similar schools and/or in-house classrooms to learn different ways of organizing learning as well as provide opportunity for sharing and monitoring such practices.	

SECTION VI: ACTION PLAN

Subject/Area (where relevant):	All Subject Classes & PPS	
<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010/2011 school year, continue to monitor and analyze 10 of Tech’s Compliance Report items (see a-j below) as part of a schoolwide Compliance Committee inquiry into the evaluation of the changing needs of students new to the school and the implications for instruction and the budget based upon available data.</p> <p>Compliance Report items: (a) Assessment & Testing - IEP Testing Accommodations; (b) Fitnessgram; (c) 407’s and Planning Interviews; (d) Immunization & Tuberculosis; (e) Vision Testing; (f) Extended Day Tutoring Contacts; (g) Reported SITHS Occurrences on OORS; (h) HLIS; (i) Annual Reviews; and (j) Re-evaluations.</p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • Use a wide range of materials to access and build upon students’ prior knowledge, interest, instructional and linguistic needs. • Analyze test grades in English and Mathematics for entering freshmen. • Identify incoming ELL and students with special needs and conduct student and parent orientation assemblies. • Sponsor a Summer Discovery Program for entering freshmen (budget permitting). • Define and discuss with expectations for “acceptable” student work and survey teachers monthly to ascertain which students are approaching at-risk academic status demonstrated either by failing test scores or the missing of several homework assignments or labs. Continue to improve parent contact. • Make the necessary arrangements with SITHS students who require Academic Intervention Services. • Assure that each counselor meets with students in her caseload at least once per year to evaluate and monitor academic progress as well as college and career aspirations + Increase parent participation in all aspects of school life via the assistance of the parent coordinator. • Continue increased regular two-way communication between parents/guardians and teachers in order to further increase academic success + Use professional development and the observation process as a means for sharing and implementing teaching strategies that address student diversified learning styles + Work with PTA to further develop the PTA Parent Initiative Committee (PIC). <p>Target population(s): Students: Grades 9-12</p> <p>Responsible Staff Members: Principal; Assistant Principals; Teachers; Parents; and Students</p> <p>Implementation Timelines: September - June</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Continue to support teacher efforts via Observation Process Provide ongoing PD</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>Throughout the 2009/2010 school year, Tech’s Compliance Committee will conduct an inquiry into the evaluation of the changing needs of students new to the school and the implications for instruction and the budget based upon the 10 items in question. The school administration will share significant findings and contributing factors relating to these issues at faculty and department meetings. Projected gains will be weighed by the committee at monthly meetings.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	1	0	0	0	1	0	0	0
10	0	0	0	0	2	0	0	1
11	0	0	0	0	3	0	0	3
12	0	0	0	0	2	0	0	0

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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:	30-Minute Extended Tutoring Time – During School Day Tutoring provided during Teacher Professional Prep Period Regents Prep – After School / Saturdays Peer Tutoring
Mathematics:	Not Applicable
Science:	Not Applicable
Social Studies:	Not Applicable
At-risk Services Provided by the Guidance Counselor:	1:1 or Small Group as mandated by IEP's Academic, Career and Personal Issues discussed during the school day
At-risk Services Provided by the School Psychologist:	Not Applicable
At-risk Services Provided by the Social Worker:	Not Applicable
At-risk Health-related Services:	Throughout the school day: <ul style="list-style-type: none"> • Health Paraprofessional – To assist with Central Core Myopathy issues • Health Paraprofessional – To assist in case of Seizures Vision teacher 1 time / month Hearing specialist 1 time / week

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

NCLB/SED requirement for all schools

Screen 1 of 28

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 201	District 31	School Number 605	School Name SI Technical HS
Principal Vincent Maniscalco	Assistant Principal Noelle Sanguinedo		
Coach n/a	Coach n/a		
Teacher/Subject Area n/a	Guidance Counselor Margaret Ferrigno		
Teacher/Subject Area n/a	Parent n/a		
Teacher/Subject Area n/a	Parent Coordinator Barbara Malenfant		
Related Service Provider n/a	Other Joseph Manzo, AP Guidance		



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Network Leader Gerard Beime

Other Rachel Elfassy-Go,
Data Spec.

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1020	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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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

IDENTIFICATION OF STUDENTS

Students who enter our building as freshmen or sophomore transfers, who have not been in the public school system previously, are given the Home Language Identification Survey (HLIS) at an assigned orientation meeting. This survey is conducted by the Assistant Principal, Noelle Sanguinedo, the Guidance Counselor, Margaret Ferrigno, and an interpreter which is assigned based on the home language listed. All students listed as ESL/ELL through the BESIS or RBEX reports are administered the Lab-R or NYSESLAT as needed by Noelle Sanguinedo, Assistant Principal Supervision English. Lab-R exams are administered within 10 days of the student's initial enrollment to the school. Further investigation of a student's history is reviewed through ARIS by both Noelle Sanguinedo and our Data Specialist, Rachel Elfassy-Go to ensure that all students are provided with the services they deserve. In the 2010-2011 year, there were no students who qualified for ESL/ELL services or for the Lab-R/NYSESLAT exams. In the event that students are identified as needing ESL/ELL services, a formal meeting with the student, parent, Margaret Ferrigno, Noelle Sanguinedo, and Vincent Maniscalco, principal, to discuss all of the available programs both within the school (Freestanding Program) and as support services outside the building (Transitional Bilingual Education and Dual Language Programs). Annual evaluations will be conducted for any student who requires such services by



are provided because of the small size of our program. All of this is explained to the student and parent, at a planning interview conducted at the start of the school year, where all documentation is completed and submitted in relation to services. Opportunities are provided at the beginning and end and beginning of each academic school year for the student/parent to make revisions to the sequence and elective courses desired to meet the needs of the student's academic interests and goals. Additionally, parents will be contacted periodically to meet with Mrs. Ferrigno, Mrs. Sanguinedo, and an interpreter in order to monitor the progress of the student and keep the parent informed. This has been the choice typically selected as parents wish to continue the Specialized School Curriculum regardless of obstacles. Student who have participated in this program in the past have been successful.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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



ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	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		
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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other ___	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <input type="text" value="0"/>	Number of third language speakers: <input type="text" value="0"/>
Ethnic breakdown of EPs (Number):	
African-American: <input type="text" value="0"/>	Asian: <input type="text" value="0"/>
Hispanic/Latino: <input type="text" value="0"/>	
Native American: <input type="text" value="0"/>	White (Non-Hispanic/Latino): <input type="text" value="0"/>
	Other: <input type="text" value="0"/>

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	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korea										0	0	0	0	0

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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
n														
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information



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

DELIVERY OF INSTRUCTION

1. How is instruction delivered?
 - a) Instruction is delivered using a one-on-one, Push-In, approach, where the student is in a homogeneous mainstream honors program (for six periods including, Math, English, Social Studies, Science and Physical Education), with two classes, offered daily, which address specific ELL goals and objectives (ESL and Writing Intensive).
 - b) The ESL and Writing Intensive classes use a multidisciplinary approach, which creates literacy across the curriculum and a connection to cultural and social connections within the curriculum.
2. How does your school assure that the mandated number of instructional



minutes is provided according to proficiency levels in each program model?

a) The student is scheduled to attend these two classes, as per the program model mandate. Attendance is taken by a licensed teacher.

3. Describe how content areas are delivered in each model.

Staten Island Tech's targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted) include, but are not limited to the mandated Tutoring Program for At-Risk Students and on a prescribed basis by the teacher, guidance counselor or member of the Academic Intervention Services team. Peer-tutoring and referral services are also utilized in conjunction with the school-based services.

4. How do you differentiate instruction for ELL subgroups?

a) Being that the ELL instruction has been one-on-one, as of this version of the LAP, differentiation has included the alignment with making the pre-existing College Preparatory and Pre-Engineering curriculum attainable for an ELL student, by using an interdisciplinary approach with the ESL class. Cultural influences are also implemented within the lesson to instill a connection between the new language and the new culture.

b) Up until now, Staten Island Tech has not encountered ELLs in US schools less than three years (newcomers). As per the mandate for all ELLs in US schools less than three years (newcomers), Staten Island Tech would comply with standard evaluation and accommodation procedures for these students.

c) Long-Term ELLs (in NYC school six years or more) are continually monitored and assessed for continued success in the academic core curriculum Staten Island Tech has to offer via, HSST (SARS) and ARIS.

d) ELLs identified as having special needs will receive the mandated services as prescribed by their IEP in addition to mandated services as determined by the student's results on the LAB-R and/or NYSESLAT.

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

Beginning

Intermediate

Advanced



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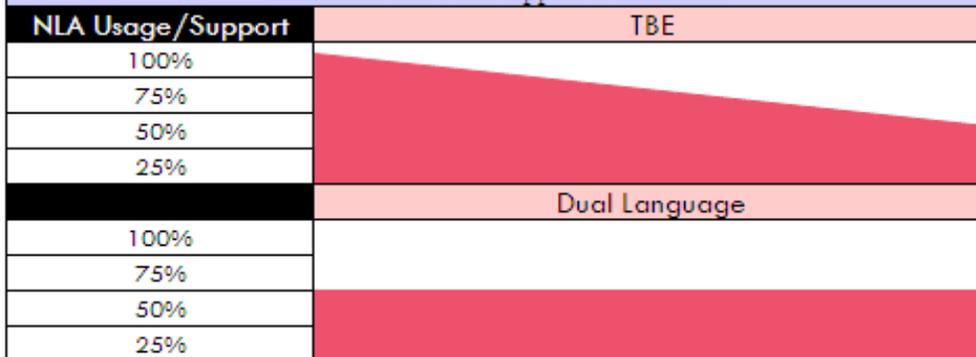
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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.



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

B. Programming and Scheduling Information—Continued



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

FORMATIVE AND SUMMATIVE DATA

Statistics have shown that all students test out of ELL by the end of the 9th grade at Staten Island Technical High School. A specific effort is put forth to place the student in classes aligned with his/her skill levels as demonstrated in Listening, Speaking, Reading and Writing. Currently there is no supportive data to evaluate the success rate of former-ELL students on the New York State ELA Regents examination, as our only former ELL students are 9th and 10th graders, and the ELA Regents is administered in mid-January of the 11th grade. Current data does support that students who have participated in our ELL program tend to do better in their respective ELA class, than non-ELL students.

- ELL students are offered, like all non-ELL students, Russian, AP Russian and College Russian, as foreign language electives.

- Extensive Regents preparation is provided for all students ELL and Non-ELL.



Students who transition after reaching proficiency on the NYSESLAT are closely monitored using HSST and ARIS, under the auspices of their assigned guidance counselor and Assistant Principal of ELA / LOTE.

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)?

Not Applicable



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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.

We are working with personnel as we develop curriculum aligned to the Common Core State Standards to incorporate differentiated levels for all students on a case by case basis. As the year progresses we will also have staff attend formal ELL training sessions. All staff will be expected to attend professional development for the benefit of the student. Participants included but may not be limited to Assistant Principals, subject area teachers, paraprofessionals, guidance counselors, and the parent coordinator. As the need for services expand to other professionals, the list of those who will be required to attend professional developments will grow. Topics should include, but are not limited to, differentiation in lesson planning, communication with students and families, alignment with Common Core State Standards, techniques for evading obstacles that may be presented by language barriers, and basic language skills. It is our belief that educating as many staff members as possible will allow the greatest success for our students.



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?

PARENT INVOLVEMENT

1. Staten Island Tech's parents are given voice and opportunity to participate in all aspects of the school's curricular and non-curricular programs. As a result of the Parent Initiative Committee (PIC), numerous activities such as career path counseling, college interviews, college visits, and health conferences have become parent initiated staples to our program. Through the use of bi-lingual translators and telephone conference calling technology, ELL parents are able to play an active role on both the PTA and PIC committees.

2. Free bi-lingual translation services are provided to parents, by the Department of Education as needed. Bi-lingual student volunteers also assist teachers and parents with language barriers through a volunteer program set forth by our National Honor Society and Student Organization.

3. Staten Island Tech evaluates parental needs through surveys such as the Home Language Interest Survey and the DOE Learning Environment survey; through pupil personnel services and parent coordinator outreach; and through Naviance (a partially PTA funded communication tool). We also collect feedback from parents through PTA meetings and their participation on various panels including but not limited to the School Leadership Team, the School Safety and Attendance Committee and the Health and Fitness Committees at Staten Island Technical HS.

4. We address the needs that parents bring to our attention through the focus of agenda items that are geared specifically to the needs of our students.

Part V: Assessment Analysis

A. Assessment Breakdown

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



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OVERALL NYSESLAT® PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										0	0	0	0	0
Advanced(A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/WRITING	B										0	0	0	0



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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0



NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	Englis h	NL	Englis h	NL	Englis h	NL	Englis h	NL	
NYSAA Bilingua l 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	0	0	0	0
Math <u>Q</u>	0	0	0	0
Math <u>Q</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	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
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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



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

Staten Island Technical High School has not had ELLs in the past. In the future, we will monitor data patterns to ensure that ELLs or EPs are improving and that academic intervention services do not become necessary. This would be monitored by administrators, classroom teachers, and our inquiry team.

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.



...  2010-11 CEP DRAFT ...



Part VI: LAP Assurances



Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent Maniscalco	Principal	Vincent Maniscalco	01/11/11
Noelle Sanguinido	Assistant Principal	Noelle Sanguinido	01/11/11
Barbara Malenfant	Parent Coordinator	Barbara Malenfant	01/11/11
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Margaret Ferrigno	Guidance Counselor	Margaret Ferrigno	01/11/11
Geardo Beiene	Network Leader		
Joseph Manzo	Other Assistant Principal	Joseph Manzo	1/11/11
Rachel Elfassy-Go	Other Data Specialist	Rachel Elfassy-Go	1/11/2011
	Other _____		
	Other _____		

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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. - **Home Language Survey Form, parent conferences, and student-parent surveys, Parent Coordinator feedback. Preferred Parent Language shown in table below:**

Language Code	Language	Preferred Parent Language
AL	Albanian	3
AR	Arabic	6
BG	Bengali	1
CH	Chinese	69
DA	Dari	1
NO	English	852
GK	Greek	1
GJ	Gujarati	3
KO	Korean	8
LT	Lithuanian	1
MY	Malayalam	7
PI	Philippine	2
PL	Polish	3
PO	Portuguese	1
RU	Russian	48
SP	Spanish	7
SF	Sinhalese	2
TA	Tamil	4
	Total	1019

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. - **Home Language Survey Form, parent conferences, and student-parent surveys, Parent Coordinator feedback. Tech is currently using DOE Services as needed for translations and exploring the use of Daedalus as a means for conveying information to parents in their home language. This may include teacher contact via email, form letters sent out by school offices, and other written notifications as needed.**

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. **Written interpretation services are provided by appropriate in-house staff, outside contractors, parent volunteers, superintendent personnel as required.**
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 services are provided by appropriate in-house staff, outside contractors, or parent volunteers as required.**
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>.

SITHS will determine within 30 days of a student's enrollment or for students already enrolled the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.

SITHS shall maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS and on individual student emergency cards.

SITHS staff will be required to adhere to the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 identified needs of its students.

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

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

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

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

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

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

NOT APPLICABLE

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

NOT APPLICABLE

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURRE Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

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

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).

There is one graduating senior in temporary housing who is scheduled to graduate in June of 2010

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

Assigned SITHS Counselor will monitor academic and non academic needs of all students who are in Temporary Housing. Outside referrals and program modifications will be facilitated as needed.

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.

No Title 1 funds are available. Tax Levy in-house counseling and support services.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Staten Island Technical High School					
District:	31	DBN:	31R605	School		353100011605

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.2	96.2	95.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	231	285	293				
Grade 10	213	229	290				
Grade 11	290	212	226				
Grade 12	224	289	211				
Ungraded	0	0	0				
Total	958	1015	1020				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.8	99.9	99.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	7.1	13.8	19.8

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	1	2

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

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	24	28	32
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	3
Number all others	6	9	11				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	955	724

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	51	51	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	17	13
# receiving ESL services only	1	0	TBD	Number of Educational Paraprofessionals	2	1	5
# ELLs with IEPs	0	0	TBD				

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	98.1	100.0	100.0
				% more than 2 years teaching in this school	64.2	73.1	77.8
				% more than 5 years teaching anywhere	67.9	71.2	74.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	90.0	94.4
American Indian or Alaska Native	0.2	0.2	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	98.2
Black or African American	2.1	2.2	1.7				
Hispanic or Latino	4.4	4.9	5.1				
Asian or Native Hawaiian/Other Pacific	24.0	28.6	29.5				
White	67.5	63.8	63.4				
Male	56.8	59.3	56.8				
Female	43.2	40.7	43.2				

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:

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

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				v	v	v	
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				v	v	-
White				v	v	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient						
Economically Disadvantaged				-	-	-
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	77.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	24.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	42.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

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

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