



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : STUYVESANT HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M475

PRINCIPAL: STANLEY TEITEL

EMAIL: STEITEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Stanley Teitel	*Principal or Designee	
Megan Breslin	*UFT Chapter Leader or Designee	
Wei Lam/Barbara Reiser	*PA/PTA President or Designated Co-President	
Matt Hahn	DC 37 Representative, if applicable	
Cecilia Shao Annarose Jacob	Student/ SLT Representative	
Edward Cho	Student/SU President	
Kevin Park	Student/SU Vice President	
Scott Thomas	Admin/AP Chem-Physics	
Eric Grossman	Admin/AP English	
Liliya Shamazov	Teacher/Music & Fine Arts	
Robert Rosen	Teacher/Technology Education	
Pam Lambert	Parent/Senior Rep	
Michele Herman	Parent/Junior Rep	
Mary Wong	Parent/Junior Rep	
Bonnie Beacher	Parent/Sophomore Rep	
Jacklyn Brilliant	Parent/Sophomore Rep	
Lauren Coleman-Lochner	Parent/Freshman Rep	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

For teachers in every discipline to incorporate writing exercises and assignments into the curriculum to improve student written communication skills. This goal is ongoing, not applicable to be measurable or time bound.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The School Leadership Team identified the goal. No specific data was used to identify this goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. **By September 2011, Principal Teitel will clearly articulate to the faculty his goals and expectations for the Writing Across the Curriculum initiative. Specifically, teachers will use substantial written assignments (essays, journals, essay questions on exams, research papers, creative assignments, etc.) as a significant way of assessing student understanding and performance.**
 2. **By October 2011, each department will revise – and post online – their mission statements/grading policies/grading rubrics to reflect the type of writing students should expect to encounter at each grade level, how the writing relates to larger departmental goals, and what role the writing will play in their overall assessment. Assistant Principals should encourage teachers within each department to collaborate in creating these documents, and should allocate time during department meeting sand staff development days to do so.**
 3. **By October 2011, each departmental website should include links to models of exemplary student work that represent “typical” assignments on every grade level. Explanations of what about each individual example is effective should be clearly posted as well. Supervisors and members of individual departments should collaborate to select these examples based on the instructional objectives. PDFs of exemplar papers in the 4 major subjects (English, Social Studies, Mathematics and Science) will be available.**
 4. **Instructional objectives for writing for each grade will be available for students and teachers**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a position becomes available, a posting is made on the Department of Education open market site. When all resumes are received, the appropriate Assistant Principal of the subject convenes a committee to review the applications. The committee selects 3 to 5 candidates to come to Stuyvesant High School and give a demonstration lesson. A candidate is selected to join our staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. **Departmental supervisors will collect and evaluate teachers' syllabi, assignments and tear sheets from the Writing Center**
 2. **In observation conferences and reports, departmental supervisors will focus on how teachers incorporate writing**
 3. **Anecdotal evidence culled from cabinet meetings, departmental meeting minutes and informal discussions**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
1. **Department meetings and Staff Development Days devoted to fulfilling the Action Plan**
 2. **The maintenance and expansion of Stuyvesant's Writing Center, which will serve as a resource for student writers in every discipline (and for teachers seeking help in creating effective assignments and responding to them in a helpful way**
 3. **Maintain additional English teachers and reduce class sizes.**

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

It is the school's desire and expectation that all students acquire excellent study habits/organizational skills for each grade level; all students will demonstrate organizational and time management skills.

Workshops are being held in the fall semester targeting this goal and will be completed by the beginning of the spring semester.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During a School Leadership Team meeting the parents expressed concern on the student's lack of study habits and organizational skills.

No specific data was used to identify this goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,
 - b. staff and other resources used to implement these strategies/activities,
 - c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d. timeline for implementation.

To help freshman year students acquire competent level of study habits/organizational skills

- All students are required to use the Planning Book, which they receive during the first week of school in September;
- All freshmen students will attend 4 workshops: 3 during their first semester (Study Habits, Organizational Skills, Note Taking and 1 during their second semester (Graduation requirements and college readiness).
- All freshmen students are required to maintain an organized notebook in all subject areas.
- All classroom teachers will check students' notebooks on a regular basis
- All classroom teachers will allocate a percentage of report card grades to evaluate students' note taking skills and organizational skills. (Department grading policy)
- Mr. Teitel will explain to the faculty the workshops provided to all students.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a position becomes available, a posting is made on the Department of Education open market site. When all resumes are received, the appropriate Assistant Principal of the subject convenes a committee to review the applications. The committee selects 3 to 5 candidates to come to Stuyvesant High School and give a demonstration lesson. A candidate is selected to join our staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The levels of achievement of the skills will reflect in the following:

- **Teacher rubric based on informal assessments**
- **in-class tests and quizzes**
- **Scantron periodic assessments**
- **Student report cards that are distributed three times per term, six times per year**
- **ARIS**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

To ensure consistency among the teachers and the skills be relevant to individual subjects, assistant principals of all curriculum areas will draft a guideline to outline general study skills for classroom teachers; each classroom teacher will outline their individual plan for their classes, including when and how the notebooks are reviewed and allocation of a percentage of their report card grade to evaluate the students' note taking and organizational skills; in addition to learning organizational skills in classrooms, the freshman year students may also be assigned to learn from upper classmen (ARISTA); when necessary, classroom teachers will refer students to their guidance counselors for individual or small group training on study skills

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen college advisement for freshmen, sophomores and juniors. Workshops are being held in the fall and spring semester targeting this goal and will be completed by April of 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

At a School Leadership Team meeting parents expressed a concern that student's were not being given college information early enough. No specific data was used to identify this goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Freshmen will receive four workshops. Three in the fall and one in the spring. The spring workshop will cover graduation requirements, course selection and college advisement about standardized exams.**
- **Sophomores will receive one workshop to review freshmen skills and receive additional college readiness information including community service to develop people and communication skills**
- **Juniors will receive individual SSR interviews / college information and suggestions for time management.**
- **College handbook for the Class of 2013 will be posted by March 2012.**

All these workshops will be conducted by the homeroom Guidance Counselor.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a position becomes available, a posting is made on the Department of Education open market site. When all resumes are received, the appropriate Assistant Principal of the subject convenes a committee to review the applications. The committee selects 3 to 5 candidates to come to Stuyvesant High School and give a demonstration lesson. A candidate is selected to join our staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The Guidance Department will develop a survey for each grade to determine the effectiveness of the workshops

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Each homeroom Guidance Counselor will be paid per session, commensurate with the number of homerooms she/he has. Each freshmen homeroom will represent 4 hours, each sophomore homeroom will represent one hour each.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Elevating research skills of Stuyvesant students by expanding the participation in small independent projects into the classroom setting. This goal is ongoing, not applicable to be measurable or time bound.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During a School Leadership Team meeting parents wanted more students involved in individual student research. No specific data was used to identify this goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **To help students develop research skills, we wish to extend the model of 10 period research classes that include an independent project plus the standard curriculum for that class.**
- **We have already begun our 9th grade biology research (BAT) this past Spring taught by Anne Manwell and now want to extend our Spring only model to Chemistry (CAT) taught by Samantha Daves.**
- **In the fall of 2011 the students for these classes will be picked by teacher recommendation.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a position becomes available, a posting is made on the Department of Education open market site. When all resumes are received, the appropriate Assistant Principal of the subject convenes a committee to review the applications. The committee selects 3 to 5 candidates to come to Stuyvesant High School and give a demonstration lesson. A candidate is selected to join our staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The success of the program will be evaluated both by the total number of students who are able to pursue an independent research

project inside these classes and the number of students who are able to make significant progress in subsequent independent projects, usually in the context of the Intel research classes, the following year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

In order to ensure completion of their projects, students first should have enough experience with the subject to decide on their interest level, for this reason the classes will run in the spring only.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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		342	205	50				
10		209	112	200				
11		126	130	85				
12		42	-	-				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	<p>The Academic Intervention Services (A.I.S.) at Stuyvesant High School is for students who are failing a course, and also for students who just improve their understanding of the subject.</p> <p>A variety of mathematics courses are offered three(3) times a week, after school, from 3:30 a.m. – 4:30 p.m. A number of teachers are offering instruction from Algebra to Calculus (AB and BC).</p>
Science	<p>A.I.S. is offered after school in Living Environment, Chemistry and Physics. At each session a different topic is reviewed, followed by questions and answers. Students also have the opportunity to make-up labs.</p>
Social Studies	<p>A.I.S. is offered twice a week in Global History. Students work one to one with the teacher and also in small groups. They learn how to study for a history test, and prepare for the AP Global exam and also how to write a meaningful essay.</p>
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

STUYVESANT HIGH SCHOOL – Is *Not Eligible* to complete the PIP and School Parent Compact due to not being a Title 1 School.

STUYVESANT HIGH SCHOOL~REGENTS EXAMINATIONS~90%/90% SUMMARY

SUBJECT		2008-09					2009-2010					2010-2011				
		#	#	%	#	%	#	#	%	#	%	#	#	%	#	%
		taking	passing	passing	90+	90+	taking	passing	passing	90+	90+	taking	passing	passing	90+	90+
ENGLISH	Jan	794	794	100	671	85.0										
	June	4	4	100	4	100.0	3	3	100	1	33.0	799	799	100	608	76.0
GLOBAL STUDIES	Jan															
	June	779	779	100	722	93.0	828	828	100	770	93.0	838	836	99.7	797	95.0
U.S. HIST. & GOVT. GOV'T.	Jan															
	June	786	785	99.9	762	97.0	757	757	100	733	97.0	817	816	99.9	808	99.0
MATH A	Jan															
	June															
MATH B	Jan															
	June	800	791	98.9	513	64.0	1	1	100	0	100.0					
GEOMETRY	Jan															
	June	829	829	100	669	81.0	846	846	100	602	71.0	814	814	100	594	73.0
ALGEBRA 2	Jan															
	June						855	854	99	628	73.0	859	858	99.9	658	77.0
	June															
LIVING ENVIRONMNT	Jan															
	June	843	835	99.1	735	87.0	817	816	99.8	719	88.0	779	778	99.9	679	87.0
CHEMISTRY	Jan															
	June	792	792	100	478	60.0	811	811	100	409	50.0	846	846	100	488	58.0
EARTH SCIENCE	Jan															
	June															
PHYSICS	Jan															
	June	717	714	99.6	416	58.0	766	764	99.7	463	60.0	833	828	99.4	505	61.0
FRENCH	Jan															
	June	60	56	93.3	48	80.0	87	87	100	55	63.0	34	34	100	27	79.0
GERMAN	Jan															
	June						15	15	100	12	80.0	13	Lote	Lote	10	77.0
HEBREW	Jan															
	June	11	11	100	5	45.0										
JAPANESE	Jan															
	June	28	28	100	22	79.0	50	50	100	35	70.0	54	54	100	46	85.0
		2008-09					2009-2010					2010-2011				

SUBJECT		#	#	%	#	%	#	#	%	#	%	#	#	%	#	%
		taking	passing	passing	passing	passing	taking	passing	passing	passing	passing	taking	passing	passing	passing	passing
					90+	90+				90+	90+				90+	90+
CHINESE	Jan															
	June															
(Mandarin)	June	123	123	100	102	83.0	137	137	100	88	64.0	99	98	99.0	62	63.0
COMP KOREAN	Jan															
	June	15	15	100	14	93.0	14	14	100	14	100.0	3	3	100	3	100.0
LATIN	Jan															
	June	31	29	93.6	22	71.0	32	31	97	21	66.0	60	Lote	Lote	5	8.0
SPANISH	Jan															
	June	400	400	100	361	90.0	264	264	100	210	79.0	452	452	100	374	83.0
ITALIAN	Jan															
	June	45	45	100	44	98.0	46	46	100	45	98.0	35	34	97.1	31	89.0
TOTAL		7057	7030	99.1	5588	80.2	6329	6324	99.7	4805	75.6	7335	7250	99.6	5695	75.6

*Due to revisions of Physics Regents this data was updated.

STUYVESANT HIGH SCHOOL ADVANCED PLACEMENT SUMMARY

SUBJECT	2005		2006		2007		2008		2009		2010		2011	
	No.	%Scored 3												
	Candidates	or Higher												
ART HISTORY											1	100.0		
ART DRAWING														
BIOLOGY	110	99	93	96	113	100	97	97	122	100	98	98.0	91	100.0
CALCULUS AB	186	84	206	90	168	93	169	96.4	219	93	225	93.3	211	96.2
CALCULUS BC	251	96	238	95	229	96	233	98.2	198	96	207	98.0	222	94.0
CHEMISTRY	80	93	98	99	114	98.2	123	99.1	102	99	130	98.4	152	99.0
CHINESE LANG					32	100	28	100	65	100	71	100.0	27	100.0
COMP SCI A	2	67	3	67	9	78	7	71.4	15	93.3	142	94.3	143	97.2
COMP SCI AB	76	80	132	70	125	78.4	114	80	110	75				
ECON-MAC	74	87	134	94	130	93	119	98.3	116	96	120	94.1	104	87.0
ECON-MIC	81	93	118	95	127	97	137	96.3	107	92	93	98.0	88	97.0
ENG LANG/COM	129	100	140	99	239	99	213	99.5	179	100	183	99.0	211	99.5
ENG LIT/COMP	56	86	58	93.1	64	98.4	59	95	52	90.3	72	94.4	61	95.0
ENV SCIENCE	51	93	63	90.4	35	91.4	45	98	48	94	28	93.0	26	100.0
EUROPEAN HISTORY	141	100	155	96.1	203	99	159	99.3	90	100	56	100.0	67	96.0
FRENCH LANG	18	78	60	67	49	80			21	90.4	26	54.0	22	95.4
FRENCH LIT	12	92	13	100	10	100	11	91	10	100				
GERMAN LANG	3	100												
GOVT & POL COMP	82	98	49	98	45	93.3	45	87	51	86.2	54	81.4	37	89.1
GOVT & POL US	96	91	46	96	71	100	106	92	113	96.4	98	92.0	67	90.0
HUMAN GEOGRAPHY											3	100.0		
ITALIAN LANG			15	47	11	45.4	5	20	6	83.3				
JAPANESE LANG					28	100	20	100	19	100	14	100.0	25	100.0
LATIN - VERGIL			8	63			7	57.1					9	78.0
LATIN - LIT	6	75			6	83.3			9	56				
MUSIC THEORY	14	93	16	63	20	65	15	87	12	58.3	19	79.0	17	76.4
SUBJECT	2005		2006		2007		2008		2009		2010		2011	

	No.	%Scored 3												
	Candidates	or Higher												
PHYSICS B	75	89	87	97	85	95.3	59	95	67	96	124	98.3		
PHYSICS C-E&M	41	82	57	93	66	98.4	36	92	49	98	46	80.4	40	100.0
PHYSICS C-MECH	51	96	69	97.1	72	99	43	98	58	98.2	55	95.0	52	94.2
PSYCHOLOGY	117	96	102	99	94	99	39	97.4	47	96	58	98.2	50	100.0
SPANISH LANG	97	76	136	69.1	120	76	16	81.2	103	83.4	110	80.0	71	99.0
SPANISH LIT	24	89	22	86.3	14	100	7	86	7	57.1	13	100.0	14	86.0
STATISTICS	116	96	149	87.2	143	92	62	97	94	93	99	91.0	101	93.0
STUDIO ART DRAW														
STUDIO ART 2D														
US HISTORY	303	91	294	93	355	95	338	98	315	94.2	393	92.3	373	97.0
WORLD HISTORY							305	87.2	257	95.3	293	95.2	243	99.1
TOTAL CANDIDATES	1300	92	1288	89	1335	94	1544	95	1481	90.3	1512	92.8	1434	94.5

TOTAL EXAMS GIVEN	2508	2562	2777	2617	2670	2831	2660
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STUYVESANT HIGH SCHOOL

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

	Class of 2008			Class of 2009			Class of 2010			Class of 2011			Class of 2012			Class of 2013		
	SOPHOMORES			SOPHOMORES			SOPHOMORES			SOPHOMORES			SOPHOMORES					
	(2006 - 2007)			(2007 - 2008)			(2008-2009)			(2009-2010)			(2010-2011)					
Subject	Male	Female	Total															
Critical Reading				60.5	61.3	60.9	59.5	59.9	59.7	59.6	59.8	59.6	60.7	61.3	60.9			61.4
Math				69.5	67.3	68.5	67.2	66.1	66.7	68.3	65.9	67.3	68.0	66.0	67.2			67.6
Writing Skills				56.3	59	57.5	55.4	59	56.9	56.5	58.6	57.3	56.4	58.9	57.4			57.9
	JUNIORS			JUNIORS			JUNIORS			JUNIORS			JUNIORS			JUNIORS		
	(2006 - 2007)			(2007 - 2008)			(2008 - 2009)			(2009 - 2010)			(2010 - 2011)			(2011 - 2012)		
Critical Reading	65.7	67.1	66.3	65	65.7	65.4	64.9	65.4	65.1	65.0	64.9	65.0			65.8			
Math	73.8	71.3	72.8	72.6	70.3	71.5	71.4	69.8	70.7	72.1	70.0	71.3			72.7			
Writing Skills	61.7	65.4	63.3	61.7	63.8	62.6	61.7	63.7	62.5	61.7	63.3	62.4			63.2			

**STUYVESANT HIGH SCHOOL
OPEN SCHOOL PARENT VISITATION**

	FALL '09	SPRING '10	FALL '10	SPRING '11	FALL '11
EVENING	6,156	5,196	5,985	5,122	6,224
AFTERNOON	4,194	3,162	3,991	3,429	4,736

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader CFN 201	District 02	Borough Manhattan	School Number 475
School Name Stuyvesant High School			

B. Language Allocation Policy Team Composition

Principal Stanley Teitel	Assistant Principal Edward Wong
Coach type here	Coach type here
ESL Teacher Michael Waxman/ESL	Guidance Counselor John Mui
Teacher/Subject Area Sophia Liang/English	Parent type here
Teacher/Subject Area type here	Parent Coordinator Harvey Blumm
Related Service Provider type here	Other type here
Network Leader Jie Zhang	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3298	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. 

1) Stuyvesant High School serves the needs of academically gifted students. New York State Education Law makes a written examination a requirement for admission to the science high schools. Seats are awarded to those students who earn the highest scores on the entrance exam, the Specialized Science High Schools Admissions Test. Students who accept their seat are then sent a package from the Admissions secretary. The package contains forms for biographical data, guidance related issues, transportation, special programs and the Home Language Identification Survey Form (HLIS). All students are then required to complete and return their packet to the Admissions secretary by the end of the May of their eighth grade. The program office and the Admissions secretary then compile a list of students whose home language is other than English.

b) In September, the program office runs reports from ATS (Biographical Data from NYC DOE) which flags students who are required to take the LAB-R exam. We cross reference this list with the list compiled by the school. Any discrepancies with home languages is then corrected and entered in ATS. Students who have previously taken the LAB-R and scored below requirement are then assign to take the NYSESLAT in May.

2) All notifications and memos regarding the LAB-R and NYSESLAT are sent to parents in their home language. Translations of all pertinent notifications and memos are available on the NYC DOE website: <http://schools.nyc.gov>

3) Letters to parents are mailed and hand delivered to the student involved. The Technology Service secretary is responsible for ensuring that the letter or memo is received and if required returned.

4) Students who failed to score a minimum score on the LAB-R exam will be assigned to the ESL program. We have a licensed ESL instructor and licensed English teacher who will provide after-school ESL instruction. The ESL instructor will determine the amount and length of the instruction in preparation for the NYSESLAT in May.

5) Since we have never encountered any students who required ESL, we do not have any supporting documentation or numbers to provide.

6) Parental involvement is of paramount concern and requests and suggestions are taken seriously. Individual student instruction should involve not only the teacher but also parents.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	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:

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
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										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
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other										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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

- 1) Instruction is delivered using a collaborative, self contained, ungraded and heterogeneous model.
- 2) Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R. Students who are at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes daily every week; Advanced level have 3 ESL classes every week and 1 ELA class daily every week.
- 3) Content areas deliver instruction following the Standards.
Instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards.
Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues.
- 4) Students who are to be evaluated for ELL are tested by a multi-lingual staff which includes members who speak Chinese and Korean. All other languages can be made available upon request.
- 5)
 - a) Integrated technology to support writing instruction and motivate students to use written language to communicate.
 - b) Draw on their background experiences and encourage connections between academic concepts and students' own lives. Connect with students' families and culture. Use engaging instruction.
 - c) Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners.
 - d) Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners and use various assessment strategies.
- 6) After-school tutoring is available to all students under the AIS program.
- 7) These students can get 2 years of testing accommodations and offer an orientation for the ELL students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

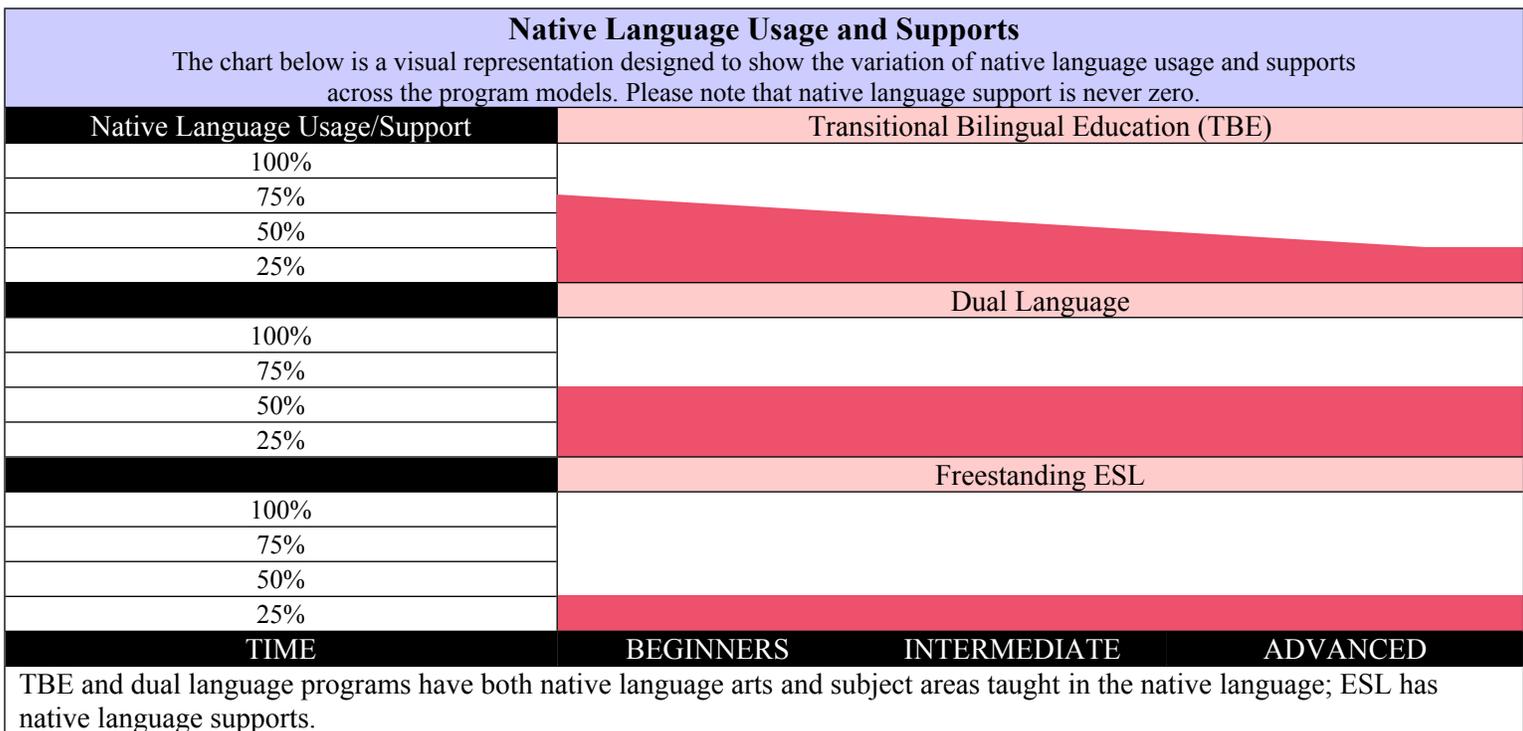
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

- 8) None since this school has no ELL students
- 9) We offer afterschool AIS services to all students and a writing center available in the library for improving writing.
- 10) Since we find it unnecessary to offer ESL here at Stuyvesant, we do not have any improvements slated for the upcoming year.

B. Programming and Scheduling Information--Continued

8. 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.
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17. What language electives are offered to ELLs?

- 8) None since this school has no ELL students
- 9) We offer afterschool AIS services to all students and a writing center available in the library for improving writing.
- 10) Since we find it unnecessary to offered ESL here at Stuyvesant, we do not have any improvements slated for the upcoming year.
- 11) Again, since we have not in the past offered ESL, we cannot determine which programs will be discontinued.
- 12) After-school tutoring is available to all students under the AIS program.
- 13) Use of SMART technology, differentiated textbooks, visuals and use of text materials in an audio form.
- 14) If necessary, translators are available on demand.
- 15) Not applicable.
- 16) These students can get 2 years of testing accommodations and offer an orientation for the ELL students.
- 17) Not applicable.

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

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.

None since school has no ELLs

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?

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?

None since school has no ELLs

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Not applicable.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stanley Teitel	Principal		12/1/11
Edward Wong	Assistant Principal		12/1/11
Harvey Blumm	Parent Coordinator		12/1/11
Michael Waxman	ESL Teacher		12/1/11
	Parent		
Sophia Liang/English	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		
	Coach		
	Coach		
John Mui	Guidance Counselor		12/1/11
Jie Zhang	Network Leader		12/1/11
	Other		
	Other		
	Other		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M475 **School Name:** Stuyvesant High School

Cluster: Charles Amundse **Network:** Jie Zhang

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.

The Parent Coordinator and the Parents Association leadership have consulted with the PA Ethnic Outreach Committees to discuss and establish procedures and policies to meet the needs of Limited- English Proficiency parents. These committees consisting of Chinese and Korean-speaking parents have concluded that all school-to-parent communications should be translated into Chinese and Korean whenever possible. Discussions with other parent ethnic groups, such as Bengali, Russian, and Hindi, have also been conducted. Based on this outreach, both the Parents' Association and school staff have agreed that neither written translation nor oral interpretation is necessary for these latter groups. In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should be provided in Chinese and Korean. This policy is explained to parents' at all relevant Parent meetings and events, including Orientation for freshman parents, monthly PA meetings, and general parent events organized by the school.

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.

In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should be provided in Chinese and Korean. This policy is explained to parents' at all relevant Parent meetings and events, including Orientation for freshman parents, monthly PA meetings, and general parent events organized by the school.

Part B: Strategies and Activities

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

The school provides Chinese and Korean translations of all written communications to parents. These translations are completed and disseminated at the same time and in the same format as the English text. For hard copy documents, letters, and notices, the translated text is typically placed on the reverse side of the English message. This assures that Limited-English proficiency parents receive and read the information at the same time as do other parents.

Email messages are similarly translated in advance and sent along with the English text, usually as PDF attachments to the email messages. Communications from the Principal, Assistant Principals, and individual teachers are all translated into Chinese and Korean, as is the weekly Parent Coordinator email parent update. The school primarily makes use of in-house school staff to translate these communications, although the D.O.E. Translation & Interpretation Office is also occasionally used as well, if sufficient lead time is available for that office to do the requested translations. The Parents' Association also uses parent volunteers to translate most of its' hard-copy monthly bulletin into Korean and Chinese, and this translated text is incorporated into the mailed bulletin.

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 for parents are provided by the school in a variety of ways. Simultaneous oral interpretation is provided at most monthly PA and school-sponsored parent meetings, using the PA-owned simultaneous-interpretation headset system. The interpreters are provided by outside, DOE-approved vendors, and are paid for with school funds designated for parent interpretation/translation support. When funds are not available, parent volunteers are employed for these meetings.

Interpretation is also provided for individual parent meetings with teachers, counselors, and other school staff. In-house staff is primarily used for these meetings, although the DOE "over-the-phone" interpretation is also occasionally used to facilitate interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school fulfills parental notification requirements as stated in Chancellors' regulations A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to, the two main entrances, the offices of the Principal and Assistant Principal/Guidance, and the office of the Parent Coordinator.