



**20K223 MONTAUK INTERMEDIATE SCHOOL**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 20K223**

**ADDRESS: 4200 – 16<sup>TH</sup> AVENUE, BROOKLYN, NEW YORK 11204**

**TELEPHONE: 718-438-0155**

**FAX: 718-871-7477**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** IS 223K      **SCHOOL NAME:** Montauk Intermediate School

**DISTRICT:** 20      **SSO NAME/NETWORK #:** LSO/ICI

**SCHOOL ADDRESS:** 4200-16<sup>th</sup> Avenue, Brooklyn, New York 11204

**SCHOOL TELEPHONE:** 718-438-0155      **FAX:** 718-871-7477

**SCHOOL CONTACT PERSON:** G. Adduci      **EMAIL ADDRESS:** gadduci@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      G. Adduci

**PRINCIPAL**      G. Adduci

**UFT CHAPTER LEADER**      R. Nemoy

**PARENTS' ASSOCIATION  
PRESIDENT**      E. Roman

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      \_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      K. Costantino

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Gertrude Adduci	*Principal or Designee	
RoseAnn Nemoy	*UFT Chapter Chairperson or Designee	
Enid Roman	*PA/PTA President or Designated Co-President	
Enid Roman	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marion Ferrera	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Bina Mancini	Assistant Principal	
Peter Cannitano	Teacher	
Patrice Gordon	Parent	
S. Anderson	Parent	
S. Matos	Parent	
R. Torres	Parent	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **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.

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We view our school as an exciting learning environment where the actions of all the participants are guided by the highest expectations. We expect all students to achieve in the areas of academics, social-emotional functioning, and cultural awareness. Students set goals for themselves and develop the critical thinking, and decision-making skills necessary to achieve success.

The mission of Montauk Intermediate School is to seek out and develop outstanding educational practices while meeting the needs of our unique learning community. Using a collaborative approach, we strive to promote excellence in teaching and learning through research-based curricula that will result in enhanced academic, cultural and social outcomes for our students. We work collaboratively with parents to establish and support a bridge between the home and school.

Montauk Intermediate School 223, located in Borough Park, Brooklyn, is a locally zoned, urban school with a diverse population of approximately 700 students. Three academies contain grades 6 through 8. The academies are the Academy of Artists and Writers, the Academy of International Studies and the Academy of Math and Science. There are an average number of 12 classes of 16 - 25 students per class per grade. Of the 7 self-contained special education classes, 5 have the staffing ratio of 12:1 and 2 classes have the staffing ratio of 12:1:1. There is one Collaborative Team Teaching class on each grade levels 6 and 7 and two CTT classes on grade level 8.

According to the latest available ethnic data, 19.6% of students are White; 11.3% are Black; 41.0% are Hispanic and 27.7% are Asian or Pacific Islanders.

Approximately 136 students have Individualized Educational Plans (IEP's) and receive the continuum of services including Special Education Teacher Support Services (SETSS), Collaborative Team-Teaching, instruction in self-contained classes, and related services such as speech and language, and counseling. Additionally, there are about 185 English Language Learners. The majority of students are from low-income families and more than 96.6 % qualify for free lunch.

The student body is served by about 100 professionals and support staff, including one principal, 4 assistant principals, 73 teachers, 1 coach (one full time), 3 guidance counselors, 4 para-professionals, 3 secretaries, 3 school safety agents and 7 school-aides. Of the 73 teachers on staff, 98.6% are fully licensed, 91.8% are teaching more than 2 years in this school, 78.1% are teaching more than 5 years and 90.0% have a masters degree or higher. The teacher absentee rate is 10.2 days average per teacher. The staff includes a full-time literacy and a parent coordinator.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Montauk Intermediate School			
<b>District:</b>	20	<b>DBN #:</b>	20K223	<b>School BEDS Code #:</b>

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K							91.3	92.2	TBD
Kindergarten									
Grade 1				<b>Student Mobility:</b>					
Grade 2							2006	2007	2008
Grade 3							TBD	TBD	TBD
Grade 4									
Grade 5				<b>Eligible for Free Lunch:</b>					
Grade 6	222	228	199	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7	226	240	252				96.6	96.6	90.3
Grade 8	291	251	266						
Grade 9				<b>Students in Temporary Housing:</b>					
Grade 10				(Total Number as of June 30)			2006	2007	2008
Grade 11							2	2	TBD
Grade 12									
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary				(Total Number as of October 31)			2006	2007	2008
Total	739	719	717				93	76	78
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	55	63	62						
No. in Collaborative Team Teaching (CTT) Classes	30	35	50	Principal Suspensions			20	31	TBD
Number all others	0	0	0	Superintendent Suspensions			33	20	TBD
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	78	69	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	172	180	240	<b>Number of Staff:</b>			
# ELLs with IEPs	14	19	24	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	74	72	73
				Number of Administrators and Other Professionals	16	10	16
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	7	3
	0	1	1				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
American Indian or Alaska Native	0.1	0.4	0.4	Percent more than two years teaching in this school	91.9	93.1	91.8
Black or African American	8.9	12.5	11.3	Percent more than five years teaching anywhere	62.2	73.6	78.1
Hispanic or Latino	46.6	43.7	41.0				
Asian or Native Hawaiian/Other Pacific Isl.	27.2	36.3	27.7	Percent Masters Degree or higher	92.0	96.0	90.0
White	17.2	17.2	19.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	93.3	97.7
Multi-racial							
Male	54.0	53.1	54.0				
Female	46.0	46.9	46.0				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input checked="" type="checkbox"/> NCLB Restructured – Year <u>4</u>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year <u>    </u>		

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level		Secondary Level	
	ELA:	Restructuring Y 4	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

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

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	87.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	20.2	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	50.0	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	Proficient

*Note: Progress Report grades are not yet available for District 75 schools.*

## **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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights 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?
- 

### **Performance Trends and Accomplishments:**

- In English Language Arts and mathematics, "All Students" made AYP.
- In mathematics and science, "All Students" and all subgroups made AYP.
- In ELA, the mean scale test scores were raised in grade 6 from 635.4 to 648.8, in grade 7 from 627.2 to 646.5, and in grade 8 from 628.1 to 641.6.
- In ELA, for "All Tested Students", the AYP increased from 118 to 138.1, approximately 20 percentage points.
- In ELA, the number of ELL's scoring at Level 1 decreased from 50 to 17; the number of ELL's scoring at Level 2 increased from 45.7 to 65.7; and, the number of ELL's scoring at Levels 3 and 4 increased 9.2 percentage points.
- In ELA, the number of SWD in Level 1 decreased from 45.7 to 10.6 or 35.1 percentage points, while there was an increase of 31.8 percentage points for Level 2 and an increase of 3.2 percentage points for Levels 3 and 4.

### **Barriers:**

The conversion of two feeder elementary schools from K -5 to K-8 schools has put a serious drain on our enrollment. Likewise, the opening of a grade 6 and 7 all-girl school in the same building has added an additional drain on the student population.

























































































































