U.S. Department of Education September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Dr. Mirian Acosta-Sing
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name The Mott Hall School MS 223
(As it should appear in the official records)

School Mailing Address 71 Convent Avenue
(If address is P.O. Box, also include street address)

New York NY 10027-7556
City State Zip Code+4 (9 digits total)

Tel. (212)927-9466 Fax (212) 491-3451

Website/URL http://www.motthall.org E-mail masing85@aol.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Ms. Lucille Swarms
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Region 10/District Six Tel. (212) 917-521-3700

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

14	Elementary schools
9	Middle schools
0	Junior high schools
1	High schools
_____	Other (Briefly explain)
24	TOTAL

2. District Per Pupil Expenditure: $9,673

   Average State Per Pupil Expenditure: $10,469

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 18 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					**7**	30	66	**96**
1					**8**	35	55	**90**
2					**9**			
3					**10**			
4	15	30	**45**		**11**			
5	33	47	**80**		**12**			
6	37	64	**101**		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**412**

6. Racial/ethnic composition of the students in the school:

3.7% White
10 % Black or African American
79 % Hispanic or Latino
7.1 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: .4%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	410
(5)	Subtotal in row (3) divided by total in row (4)	.004
(6)	Amount in row (5) multiplied by 100	.4

8. Limited English Proficient students in the school: 1%

3 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish and Chinese

9. Students eligible for free/reduced-priced meals: 69 %

Approx. 283 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10%
7 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	__7_Specific Learning Disability
____Hearing Impairment	____Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	2	_____
Classroom teachers	28	_____
Special resource teachers/specialists	3	_____
Paraprofessionals	0	_____
Support staff	8	_____
Total number	41	_____

12. Average school student-"classroom teacher" ratio: 25:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97%	96.4%	96.0%	95.5%	
Daily teacher attendance	90%	90%	90%	90%	
Teacher turnover rate	10%	10%	5%	5%	
Student dropout rate	0	0	0	0	
Student drop-off rate	.5%	2%	2%	2%	

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

The Mott Hall School (MHS) is located in Harlem, New York City. The school is dedicated to developing future leaders in Mathematics, Science and Technology by providing a world-class education that prepares students for college and higher learning. Our academically rigorous curricula consists of in-depth real world investigations, elective course studies, seminars and special enrichment electives that are offered in a personalized, caring and child-centered environment.

The Mott Hall curricula offers students *Off-Campus Learning Experiences* that allow them to engage in specialized, out-of-school apprenticeships, internships, and other real world experiences in collaboration with community based organizations and nearby universities. For example, students participate in Mott Hall's Community Service Learning Program and the Science Apprenticeship in Research Program, where students work alongside professional practitioners. The U.S. Department of Education's School-to Work Program has recognized these two programs as models of exemplary national programs.

Mott Hall has a technology rich environment where technology integration is a very important element to the overall instructional program. In an effort to confront the digital divide, Mott Hall has implemented a school wide laptop program that has placed a laptop directly into the hands of every student and staff member. In recognition for Mott Hall's exemplary work in technology integration, the George Lucas Education Foundation, featured our project-based laptop learning design in their book, Eductopia (2001) and on their web site.

MHS has ranked in the top ten percent of New York City Middle Schools in reading and mathematics since 1987. The Mott Hall School model, which has been replicated in other districts, has received numerous awards and recognition for its project-based technology laptop program, chess program, specialized science program (STARS), community service learning program, and for its overall academic school excellence. The school's chess team has won several national first place competitions. Congressman Charles Rangel recognized the achievements of Mott Hall by placing the school into the Congressional Record in 1991. In October 2002, The White House selected Mott Hall (one of only three schools in the nation) to be part of a special international technology project through the organization known as *Friendship through Education* which promotes good will with Islamic countries in the aftermath of September 11th.

Mott Hall has hosted many open houses to educators from around the world and across the nation to observe the school's model and specialized programs. In particular, two world chess players, Karpov and Kasparov actually played chess with our students. Bill Gates and his wife Melinda Gates visited Mott Hall in 1996 to observe first hand our technology laptop school model.

In addition, our student's acceptance rate into the specialized schools such as Bronx Science High School and Stuyvesant High School has been as high as 70 percent of our graduating class. A great majority of our minority students have been awarded scholarships for full tuition at private schools such as Dalton, Exeter and Choate Academies and have gone on to universities such as Yale, Harvard, Columbia, and MIT.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Mott Hall School culture is one of high expectations for all students regardless of race, gender, or economic status. The Mott Hall School achievement data was disaggregated using available student achievement data to demonstrate the performance level of students relevant to ethnic/racial group (Hispanic), socioeconomic group (eligibility for free lunch), and according to gender (female). The MHS student population is reflective of the Washington Heights community it serves. Our student population is predominately Hispanic. Approximately 79% of our student body is of Hispanic heritage representing many countries. As demonstrated by NYS State (see Tables) over 90% of our Hispanic students met the performance standards in 1999, 2000, 2001, 2002, and 2003. Students eligible for Title 1 status represent about 69% of the student body.

4th grade Hispanic students jumped from 95% to 100% proficiency on the Grade 4 ELA in 2002. In 2003, 4th grade Hispanic students remained at 100% proficiency. Students demonstrating advanced levels of achievement also rose from 54% to 73%. Seventy-three percent of Hispanic 4th graders exceeded the NYS Mathematics Performance Standards increasing 19% from the previous year. In 2001-2002, 94% of 6th grade Hispanic students achieved proficiency on the NYC CTB. In mathematics, 96.1% meet the standards and 48% achieved advanced levels. Likewise, 7th grade Hispanic students out performed the school as a whole in terms of acquiring proficiency levels. 92.1% met NYC performance standards in language arts in 2001-2002. Furthermore, 68.6% demonstrated advanced proficiency on the CTB-Mathematics Test.

Female students at the MHS have established a tradition of excellent academic performance, as well. Beginning in 4th grade, 100% of female students achieved proficiency on the NYS ELA in 2001-2002 and 2002-2003. Average of 90 % of female students in all grades achieved proficiency in both mathematics and English language arts for all grades. 79% of 4th graders, 55% of 5th graders, 48% of 6th graders, 66% of 7th graders, and 51% of 8th graders achieved advanced levels in mathematics.

An average of approximately 93% of low-income students in all grades at Mott Hall achieved proficiency on both the NYS and NYC ELA and Mathematics Tests. Student performance in mathematics is 79% of 4th grades, 48% of 5th graders, 42% sixth graders, 61% seventh graders, and 55% of eighth graders achieved advanced performance levels demonstrating the effectiveness of the accelerated mathematics instruction at Mott Hall.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The MHS believes that it is essential to connect teaching and learning through authentic and ongoing assessment. Teachers are expected to use informal, as well as, formal assessments to inform their instructional practice and target the specific needs of individual students. Informal assessments such as teacher developed tests, student self-assessments, and performance tests are used to give students detailed feedback related to academic strengths and weaknesses and individual performance level achieved based on mastery objectives. Teachers use formal student assessment data gathered through the Grow Report (standardized test results) are used in three major ways:

1) To identify what students have already mastered for effective and efficient curriculum planning
2) To target specific student needs
3) As feedback regarding the effectiveness of their instruction and curriculum

Informal student data generated on the school level is used to differentiate student instruction on an on-going basis, monitor student progress, and select the right and appropriate strategies for student needs. The essential framework implemented by the Mott Hall School is one of collecting student achievement data, interpreting the data, and using the data assessment results to select appropriate strategies to target student needs. The cycle continues on a regular basis throughout the school year. The MHS professional development team and administration meets on a regular basis to strategically align teacher professional development needs with the academic needs of students.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The Mott Hall School strives to extend the traditional means of communicating student performance beyond the summative, district mandated reports cards. In keeping with the school mission to prepare students to be tomorrow's leaders in the field of technology, there is a special emphasis on the use of available technology to facilitate communication between school community members. Traditional means of reporting students' assessment data are used (including the use of student report cards and informal and formal parent/teacher conferences); however, more emphasis is placed on web based communication. The MHS Web site has been recognized by the International Association of Web Designers through the 2002-2003 Golden Web Award in the category of Education. It offers a wealth of resources and support to parents, students, and teachers alike.

Mott Hall School eChalk: The Mott Hall School has implemented an intranet web-based communication system to facilitate parent/teacher/student contact and communication beyond the regular school hours. Through this database, the school community is able to post school events, policies, achievements, and curriculum resources. Access is granted to all members of the MHS community. Parents, students, and teachers are each assigned their own account. The site administrator has created specific curriculum related links giving parents access to specific information related to their own child. Teachers post homework assignments, upcoming events, exam dates, and related support resources parents can use. Everyone including administrators and staff have personal eChalk accounts allowing communication to take place beyond the traditional school day.

4. Describe in one-half page how the school will share its successes with other schools.

The Mott Hall School is a learning community in spirit and action. All members of the Mott Hall School are committed to sharing best practices in an effort to improve and refine their own practice while supporting others in their work to educate children. Teachers drawn to Mott Hall have a commitment to professional growth and believe that professional collaboration is an essential element of sustaining a learning community. The MHS hosts local, national, and international visitors interested in learning from the successes of the Mott Hall School. The school is also involved in joint educational ventures in coordination with Teachers' College and Barnard College at Columbia University, as well as, the City College of New York City, CUNY.

Dr. Mirian Acosta-Sing and members of the MHS teaching staff are dedicated to furthering the education of children through excellent practice by willingly participating in educational conferences at local and national levels. In keeping with the spirit of collaboration and learning, the school welcomes inter-visitation, in-depth studies of school programs, student teachers placements, and supports a year long internship program focused on identifying the essential features critical to the Mott Hall success.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

The overall goal of the Mott Hall School's curriculum is to develop independent, skilled students who become self-directed and reflective thinkers. New York State's Learning Standards serve as the overall framework for the school's core curriculum. The core curriculum, which follows the Principles of Learning and National Standards, is modified and enriched to offer students more opportunities to engage in in-depth real world investigations tied directly to student needs and interests. In addition, students are provided with a progressive and accelerated curriculum consisting of special editions of courses, seminars, and special enrichment electives.

An essential component of the curriculum is the integration of *critical thinking and technology* in all subject areas including foreign language teaching. Students are considered young scholars and learn subject matter through project based, constructivist learning approaches. MHS uses curriculum mapping to identify multidisciplinary themes across all disciplines. Teachers collaboratively develop quality-integrated units of study that connect important concepts across disciplines. Given the school's focus on mathematics, science, and technology, the curriculum has evolved to include off-campus apprenticeships, in-depth scientific investigations with mathematicians and scientists in authentic settings.

All students are engaged with significant content in all subject areas, including foreign language by working on intellectually powerful learning experiences such as Socratic dialogues, literature circles, writing for student publications, creating web sites, competing in on-line national science competitions, debating in interscholastic tournaments, designing software programs for Lego Robotics competitions, digital filmmaking, and playing chess in local and national competitions.

Teachers collaboratively design interdisciplinary curricular units utilizing the *Understanding by Design* process developed by Grant Wiggins (2000). The units place great emphasis on students' understanding the major concepts and principles of a subject in order to promote deep, conceptual learning. For example, the Mathematics teachers use a cross-disciplinary approach in teaching math by having students study Islamic art and the art of Max Escher in pursuit of understanding geometry. In addition, 7th grade math students participate in weekly seminars given by volunteer professional investment bankers from Morgan Stanley and Dean Witter to study the relationships between business concepts and mathematical operations.

English speaking students at Mott Hall receive instruction in Spanish as a foreign language. Hispanic students learn advanced Spanish and work closely with their peers in support groups, study circles, and conversing through web-based activities. The foreign language curriculum addresses the importance of cultural diversity and global studies. In summary, MHS is committed to providing an academically rigorous curriculum that has many enriched and extended intellectual learning experiences inside and outside the school building.

2. **(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

Mott Hall's English Language Arts curriculum embraces a school wide focus on literacy and writing. The curriculum is aligned with best practices and with the most recent research on literacy. Affording numerous opportunities to read a wide range of genres including modern, classics, anthologies of poetry, and plays inspires a love of reading and writing. A strong literacy block has been implemented to allow for a comprehensive and coherent English Arts curriculum. Teachers follow and implement all the components of a balanced and comprehensive literacy program. Moreover, all students maintain a literacy portfolio, which demonstrates their growth in reading and writing. There is a strong emphasis on writing in every discipline using Lucy Calkin's writing process where students are encouraged and supported to write for publication in various student journals. Vocabulary development is also taught in every subject.

Utilizing Standards for the English Language Arts (1996) teachers afford numerous learning opportunities for students to conduct research on topics raised in various disciplines. In addition, teachers target students who are in need of reading improvement by providing them with individualized and differentiated instruction. Specifically, teachers create flexible groupings to address the needs of these students by conducting small group instruction, mini lessons, and study groups during the school day as well as after school and lunchtime tutoring.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

An important goal at Mott Hall is to motivate and encourage our minority students to pursue a career in the professional field of science. Consequently, the science curriculum is designed to engage students' curiosity of science through ongoing scientific investigations of real world issues, problems, and phenomena. In our General, Life, and Earth Science classes, students develop a keen sense of inquiry, formulate and test hypotheses, learn to access information from available resources including the internet to present their investigations in class presentations.

A specialized program developed at Mott Hall is our Student Apprenticeship in Research Program (STARS). This out-of-school apprenticeship program is a collaborative project with The City College of New York. Participating students work alongside scientists and are engaged in the designing of science experiments, which allows them to learn concepts and content which is not included in the standard middle school science curriculum. Recently, our STARS student's science investigation was launched on The Columbia Space Shuttle. This apprenticeship program was recognized and highlighted by The George Lucas Education Foundation in its Edutopia publication, and The U.S. Department of Education, School-to-Work Program as an exemplary model Science/ Technology mentoring program.

It is our hope that by providing an academically enriched and rigorous science curriculum, our students will consider careers in the fields of science and mathematics.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

MHS employs a wide variety of instructional strategies that are based on successful teaching practices and what the research says about powerful teaching and learning strategies. In particular, research based strategies that impact most on student achievement are used by teachers such as note taking, summarizing, graphic organizers, modeling, coaching, accountable talk discussions, simulations, role-playing, literature circles, cooperative learning, and providing students with quality feedback on their work. Moreover, two strategies that are particularly effective for our students are the use of Socratic dialogues and problem based learning.

Socratic dialogues are used in almost every discipline to involve students in in-depth discussions, problem solving, and clarification of complex ideas. *Critical thinking* is considered the key to learning in every content area. Consequently, this strategy is used to foster active learning and allow students to explore and evaluate ideas, issues, and values in a particular text. Moreover, problem based learning is also used as a powerful teaching strategy in every discipline to engage students in intriguing, real, and relevant intellectual inquiry which allows them to learn from life situations and scenarios.

Community-Based Learning- Mott Hall is committed to preparing students to become contributing members of their communities by providing a wide range of experiences designed to engage students actively. As part of the MHS Service Learning Program, eighth grade students are linked with organizations within the fields of education, geriatrics, business, and the non-profit sector. Community-based learning contributes to students' personal growth by broadening their awareness of the world and encouraging compassion, courtesy, altruism, and civic pride.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

It is our strong belief that teacher expertise is the most important factor impacting student achievement. With this in mind, the professional development afforded to the entire staff at MHS consists of learning experiences that significantly affect what they do in the classroom and make a difference in their ability to help all students reach high standards. MHS utilizes a differentiated, job-embedded model that takes into account the different phases of a teacher's development, needs and interests. The staff development include teacher collaborative experiences such as analyzing student work and test scores, engaging in curriculum mapping and Japanese lesson study, becoming well-acquainted with content and performance standards, developing *Understand by Design* interdisciplinary units of studies, working in study groups and action research. All experiences are designed to support all teachers in terms of content and pedagogy and are directly connected to the school's mission and vision.

Our program development program emphasizes teachers acquiring a wide repertoire of effective, research-based instructional strategies that address the specific needs of all MHS students. Teachers are afforded many opportunities during the school day as well as after school and summer to learn about the most powerful teaching and learning techniques that directly impact student achievement. Overall, the design centers on developing, refining, and expanding teachers' pedagogical repertoire, content knowledge, and the skill to integrate a collaborative and collegial work model that allows teachers to work in an intellectual environment of continuous inquiry and reflection.

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test: New York State Grade 4 English/Language Arts Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 56

Number of students who took the test 56

What groups were excluded from testing? Why, and how were they assessed? All groups included in testing at the Mott Hall School. All available test data was used.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Level 4: Students exceed the learning standards for English Language Arts. Their performance shows superior understanding of written and oral text. (Advanced)
Level 3: Students meet the learning standards. Their performance shows through understanding of written and oral text. (Proficient)
Level 2: Students show partial achievement of the learning standards. Their performance shows minimal understanding of written and oral text. (Basic)
Level 1: Students do not meet the learning standards. Their performance shows minimal understanding of written and oral text.

STATE CRITERION-REFERENCED TESTS, Continued

Grade 4 English Language Arts New York State Test Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
% At or Above Basic (Level 2+)	100%	100%	100%	100%	100%
% At or Above Proficient (Level 3+)	100%	100%	95.5%	100%	96.2%
% At Advanced (Level 4)	73.2%	54%	43.2%	45.1%	19.2%
Number of students tested	56	50	44	51	26
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Hispanic					
% At or Above Basic (Level 2+)	100%	100%	100%		
% At or Above Proficient (Level 3+)	100%	100%	95.5%		
% At Advanced (Level 4)	73%	55%	40%		
Number of students tested	44	40	35		
2. Female					
% At or Above Basic (Level 2+)	100%	100%	100%		
% At or Above Proficient (Level 3+)	100%	100%	100%		
% At Advanced (Level 4)	73%	55%	40%		
Number of students tested	34	35	28		
3. Low-Income					
% At or Above Basic (Level 2+)	100%	100%	100%		
% At or Above Proficient (Level 3+)	100%	100%	100%		
% At Advanced (Level 4)	74%	51.4%	44.4%		
Number of students tested	38	35	36		
STATE SCORES					
% At or Above Basic					
State Mean Score					
% At or Above Proficient and Advanced	64.3%	61.5%	60%	58.7%	48%
State Mean Score			655	648	652
% At Advanced					
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test: New York State Grade 4 Mathematics Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 54

Number of students who took the test 54

What groups were excluded from testing? Why, and how were they assessed? All groups included in testing at the Mott Hall School. All available test data was used.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Level 4: Students exceed the learning standards for Mathematics. Their performance shows superior understanding of mathematical computations, concepts and theories. (Advanced)
Level 3: Students meet the learning standards. Their performance shows through understanding of mathematical computations, concepts and theories. (Proficient)
Level 2: Students show partial achievement of the learning standards. Their performance shows minimal understanding of mathematical computations, concepts and theories. (Basic)
Level 1: Students do not meet the learning standards. Their performance shows minimal understanding of mathematical computations, concepts and theories.

Grade 4 Mathematics New York State Test Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic (Level 2+)	100%	100%	100%	100%	100%
% At or Above Proficient (Level 3 +)	100%	100%	95.5%	100%	96%
% At Advanced (Level 4)	75.9%	45.8%	40.9%	30%	56%
Number of students tested	54	48	44	50	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. ___Hispanic____ (specify subgroup)					
% At or Above Basic (Level 2 +)	100%	100%	100%		
% At or Above Proficient (Level 3 +)	100%	100%	95%		
% At Advanced (Level 4)	75%	45%	40%		
Number of students tested	43	43	35		
2._____Female_____(specify subgroup)					
% At or Above Basic (Level 2 +)	100%	100%	100%		
% At or Above Proficient (Level 3+)	100%	100%	95%		
% At Advanced (Level 4)	75%	45%	40%		
Number of students tested	34	29	28		
3. Low-Income_____					
% At or Above Basic (Level 2+)	100%	100%	100%		
% At or Above Proficient (Level 3+)	100%	100%	95%		
% At Advanced (Level 4)	75%	45%	40%		
Number of students tested	37	38	36		
STATE SCORES					
% At or Above Basic					
State Mean Score (Elementary)		651	655	648	652
% At or Above Proficient		67.6%	69.1%	65%	66.7%
State Mean Score (Intermediate)		712	703	704	701
% At Advanced					
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test: New York State Grade 4 English/Language Arts Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 90

Number of students who took the test 90

What groups were excluded from testing? Why, and how were they assessed? All groups included in testing at the Mott Hall School. All available test data was used.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Level 4: Students exceed the learning standards for English Language Arts. Their performance shows superior understanding of written and oral text. (Advanced)
Level 3: Students meet the learning standards. Their performance shows through understanding of written and oral text. (Proficient)
Level 2: Students show partial achievement of the learning standards. Their performance shows minimal understanding of written and oral text. (Basic)
Level 1: Students do not meet the learning standards. Their performance shows minimal understanding of written and oral text.

Grade 8 English Language Arts New York State Test Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
% At or Above Basic (Level 2+)	100%	95.3%	98.9%	98.8%	
% At or Above Proficient (Level 3+)	95.6%	85.8%	89.5%	82.1%	
% At Advanced (Level 4)	30%	28.3%	23.2%	9.5%	
Number of students tested	90	106	95	84	
Percent of total students tested	100%	100%	100%	99%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1.____Hispanic_____ (specify subgroup)					
% At or Above Basic (Level 2+)	100%	95.3%	98.7%		
% At or Above Proficient (Level 3+)	95.6%	85.8%	88.8%		
% At Advanced (Level 4)	30%	28.3%	24%		
Number of students tested	71	84	75		
2._____Female_____(specify subgroup)					
% At or Above Basic (Level 2+)	100%	95.3%	100%		
% At or Above Proficient (Level 3+)	95.6%	85.8%	93.7%		
% At Advanced (Level 4)	30%	28.3%	25.4%		
Number of students tested	54	64	57		
3. Low-Income_____					
% At or Above Basic (Level 2+)	100%	95.3%	98.7%		
% At or Above Proficient (Level 3+)	95.6%	85.8%	87.5%		
% At Advanced (Level 4)	30%	28.3%	19.4%		
Number of students tested	62	73	66		
STATE SCORES					
% At or Above Basic					
State Mean Score					
% At or Above Proficient		48.1%	44.8%	44.9%	44.3%
State Mean Score			698	697	699
% At Advanced					
State Mean Score					

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test: New York State Grade 4 Mathematics Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 92

Number of students who took the test 92

What groups were excluded from testing? Why, and how were they assessed? All groups included in testing at the Mott Hall School. All available test data was used.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Level 4: Students exceed the learning standards for Mathematics. Their performance shows superior understanding of mathematical computations, concepts and theories. (Advanced)
Level 3: Students meet the learning standards. Their performance shows through understanding of mathematical computations, concepts and theories. (Proficient)
Level 2: Students show partial achievement of the learning standards. Their performance shows minimal understanding of mathematical computations, concepts and theories. (Basic)
Level 1: Students do not meet the learning standards. Their performance shows minimal understanding of mathematical computations, concepts and theories.

Grade 8 Mathematics New York State Test Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	100%	95.2%	97.9%	100%	92.6%
% At or Above Proficient	96.7%	81.9%	79.2%	96.4%	91.3%
% At Advanced	36.6%	15.2%	24%	19.3%	17.5%
Number of students tested	92	105	95	83	80
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1._____Hispanic_____ (specify subgroup)					
% At or Above Basic	100%	100%	97.5%		
% At or Above Proficient	97%	82%	79.0%		
% At Advanced	37%	15%	23%		
Number of students tested	72	82	75		
2.____Female_____(specify subgroup)					
% At or Above Basic	100%	100%	98.4%		
% At or Above Proficient	97%	83%	79%		
% At Advanced	37%	15%	24%		
Number of students tested	55	63	57		
3. Low-Income_____					
% At or Above Basic	100%	100%	98.6%		
% At or Above Proficient	97%	98.4%	75.3%		
% At Advanced	37%	54.8%	17.8%		
Number of students tested	63	72	66		
STATE SCORES					
% At or Above Basic					
State Mean Score					
% At or Above Proficient			39.4%	40.3%	37.9%
State Mean Score			703	704	701
% At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____4____ Test_New York State Grade 4 English/Language Arts Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 56

Number of students who took the test 56

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
Total Score	707.1	701.5	684.7	691.1	670.8
Number of students tested*	56	50	44	51	26
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____4____ Test_New York State Grade 4 Mathematic Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 54

Number of students who took the test 54

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score	696.0	676.8	678.1	673.9	686.2
Number of students tested	54	48	44	50	25
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____5____ Test_New York City Grade 5 English/Language Arts Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 78

Number of students who took the test 78

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
Total Score	693.1	695.2	694.8	681.5	682.5
Number of students tested	78	71	69	73	103
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____5____ Test_New York City Grade 5 CTB Mathematic Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 78

Number of students who took the test 78

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score	698.1	693.3	693.1	705.6	685.0
Number of students tested	78	71	69	73	103
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____6____ Test_New York City Grade 6 English/Language Arts Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 101

Number of students who took the test 101

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
Total Score	Not Available	701.9	696.8	701.5	697.6
Number of students tested		93	101	107	106
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____6____ Test_New York City Grade 6 CTB MathematicsAssessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 101

Number of students who took the test 101

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
Total Score	717.3	725.2	714.2	696.7	713.4
Number of students tested	101	93	101	73	106
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____7____ Test_New York City Grade 4 English/Language Arts Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 91

Number of students who took the test 91

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
Total Score	Not Available	Not Available	704.6	708.1	707.2
Number of students tested*			107	102	87
Percent of total students tested			100%	100%	100%
Number of students excluded			0	0	0
Percent of students excluded			0%	0%	0%
SUBGROUP SCORES**					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*The Department of Education and its test publishers, CTB/McGraw Hill have excluded 7th Grade ELA scores for (2003-2002) from the school report card.
**Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____7____ Test_New York City Grade 7 CTB Mathematic Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 91

Number of students who took the test 91

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
Total Score	724.7	729.4	710.1	723.2	722.7
Number of students tested	91	96	107	102	88
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____8___ Test_New York State Grade 8 English/Language Arts Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 90

Number of students who took the test 90

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	January	January	January	January	January
SCHOOL SCORES					
Total Score	730.0	721.2	721.3	716.7	726.1
Number of students tested	90	106	95	84	86
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1.Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade____8____ Test_New York State Grade 8 Mathematics Statewide Assessment

Edition/publication year 2002 Publisher CTB/McGraw-Hill LLC

Number of students in the grade in which the test was administered 92

Number of students who took the test 92

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	750.3	732.3	738.4	741.6	744.4
Number of students tested	92	105	96	83	80
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES*					
1. Hispanic					
Number of students tested					
2. Female					
Number of students tested					
3. Low Income					
Number of students tested					
4.					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

*Data not available