Figure 2
U.S. Department of Education **November 2002**

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mr. Bruce J. Karam
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name John F. Kennedy Middle School
(As it should appear in the official records)

School Mailing Address 500 Deerfield Drive E.
(If address is P.O. Box, also include street address)

Utica NY 13502-1835
City State Zip Code+4 (9 digits total)

Tel. (315) 792-2086 Fax (315) 792-2084

Website/URL www.uticaschools.org/kennedy Email bkaram@uticaschools.org

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)

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

Name of Superintendent Mr. Daniel Lowengard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Utica City School District Tel. (315) 792-2222

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 Mr. D. Victor Pellegrino, Esq.
(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)

PART I - ELIGIBILITY CERTIFICATION

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. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

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

4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.

5. 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.

6. 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

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

1. Number of schools in the district:
   __9___ Elementary schools
   __2___ Middle schools
   _____ Junior high schools
   __1___ High schools

   __12___ TOTAL

2. District Per Pupil Expenditure: __$8,526_____

   Average State Per Pupil Expenditure: __$11,040_____

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. ___5___ 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**	180	169	349
1					**8**	169	171	340
2					**9**	146	148	294
3					**10**			
4					**11**			
5					**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					983

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

69 % White
15 % Black or African American
12 % Hispanic or Latino
3 % Asian/Pacific Islander
1 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 13 %

(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.	34
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	95
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	129
(4)	Total number of students in the school as of October 1	1004
(5)	Subtotal in row (3) divided by total in row (4)	0.128
(6)	Amount in row (5) multiplied by 100	13%

8. Limited English Proficient students in the school: 15 %

146 Total Number Limited English Proficient

Number of languages represented: 12

Specify languages: **Bosnian; Belarussian; Karen; Spanish; Ukranian; Pushto/Russian; Vietnamese; Latvian; Dinka; Arabic; Albanian; Malayala**

9. Students eligible for free/reduced-priced meals: 68 %

668 Total Number Students Who Qualify

If this method is not 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: ___15_____%
___154____Total Number of Students Served

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

__2__Autism	__0__Orthopedic Impairment
__0__Deafness	__20_Other Health Impaired
__0__Deaf-Blindness	_110_Specific Learning Disability
__2__Hearing Impairment	__0__Speech or Language Impairment
__3__Mental Retardation	__0_Traumatic Brain Injury
__17__Multiple Disabilities	__0__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)	____3___	____0____
Classroom teachers	____74__	____10___
Special resource teachers/specialists	_____3__	_____0__
Paraprofessionals	____21__	_____0__
Support staff	_____6__	_____1___
Total number	___107__	_____11__

12. Student-"classroom teacher" ratio: ____28__

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	93%	93.5%	93%	92%	
Daily teacher attendance	97%	97%	97%	97%	
Teacher turnover rate	2%	2%	2%	2%	
Student dropout rate	0%	0%	0%	0%	
Student drop-off rate	-182%				

PART III - SUMMARY

John F. Kennedy Middle School, located in Utica, New York , an economically depressed and demographically diverse area, has approximately 1,000 students in grades 7-9. Free and reduced lunch is approximately 70% classifying us as a high poverty school. In spite of our dismal economic status, JFK's 8th graders have risen above state averages in Math and ELA, helping our building reach the goals of ensuring higher academic achievement for students and enabling them to function as life-long learners.

Successes included having been recognized nationally and selected as one of nine middle schools for its high performance on Regents and Assessments. The University of Texas, sponsored by the United Sates Department of Education, performed a case study and released a research report on Best Practices of a High Performing/High Poverty Turnaround Middle School, currently being distributed nationally as a model. At the state level, JFK has been recognized by the New York State Education Department and School Boards Association for strong growth in the ELA and Math Grade 8 Assessments. Also, JFK has been placed on New York State's list, (number 9 out of the top twenty in the state) for most improved and high performing schools.

Academic successes at JFK, in ELA and Math are as follows: From 1998-99 to the 2001-02 school year, there has been over 90% growth in 8th grade ELA scores. Two-third's of 8th graders scored Level 3 or higher, surpassing the state average by 17%. In grade 8 math, 4/5's or 80% of students scored a lever 3 or 4, surpassing the state average by 40%. Between 1999 and 2002, the student performance at JFK has grown and improved by over 90% in ELA and by over 200% in Mathematics. Next, NYS Regents results from last year were 100% passing rate on regents in Biology, Earth Science, and Introduction to Occupations, 92% passing the Foreign Language State Proficiency Exams and 87% the Math Course A Regents.

To meet newly developed state standards, our curriculum has undergone a systematic realignment. Teachers participated in summer staff development sessions producing aligned materials. The Model Schools program developed a standards-based curriculum at each grade level for each subject area over a 3-year period. A second summer program produced units reflecting the previous year's work. Many proactive strategies were embedded in the curriculum to promote higher levels of student achievement for all students, including math labs which offer students the opportunity of extra math help throughout the day. Also, we have a strong language arts program which enriches the students' communication skills necessary for success on the grade 8 ELA Assessment as well as the Grade 11 Regents. Throughout the day, interdisciplinary activities are ongoing. Home/Careers teachers collaborate on student autobiographies; Social Studies and English teachers do curriculum mapping for various topics; and Art and Foreign Language teachers congrue on posters for display.

Our successful after-school tutorial program is extensive. Students can attend sessions for extra help or make-up work. Since the 8th grade has so many assessment requirements, a specific schedule of subjects and days has been set up for them. For at-risk students, we hold some mandatory academic detentions. Hall monitors pick up identified students who are then tutored for an hour. Additionally, JFK has a structured, enforced discipline policy that encompasses student behavior as well as appropriate student attire. Our universal detention room is voluntarily monitored by teachers and security for one hour daily. Our 2 hour After-School Academic Program, is monitored by a teacher and security. We also have a strict attendance policy that has produced a 93% attendance rate. Homes of absentees are phoned daily to ascertain reasons for absences, and students who are absent 3 consecutive days are brought to the attention of the attendance officer.

All of these programs and policies have collectively been responsible for the successes of John F. Kennedy Middle School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

STATE TESTS

New York State ELA and Math Assessment Tests are given to 8th graders to measure skills in reading comprehension, listening, writing, and mathematics computation and application in order to identify students who are in need of some form of remediation to improve their weaknesses and facilitate their successful completion of high school/graduation requirements.

Scoring rubrics provide scale scores of test results which are then reported in Levels, ranging from a low of 1 to a high of 4. Students at Level 1 have demonstrated a less than basic proficiency in the skills measured while Level 2 scores indicate that students are at or above the basic proficiency.

For the students scoring at Levels 1 and 2, remediation in the form of Academic Intervention Services has been instituted. Monitored at three difference levels of intensity, low, moderate, and high, AIS provides additional instruction to strengthen the weaknesses which were disaggregated from assessment results. As student achievement improves, intensity levels are lowered to the point where student progress can be monitored or individuals can be exited from AIS completely.

Assessment scores at Levels 3 and 4 indicate proficiency and advanced proficiency in the skills earmarked. Students performing at these levels require no remediation and are expected to meet their high school requirements with no difficulty.

From 1999 to 2002, a small group of students was excluded from taking the assessments. These consisted of ELL (English Language Learners) who were exempt for lacking adequate English language proficiency or failing to meet the minimum residency requirements of three years in the United States. ELL students are alternately assessed by tests especially designed to measure their yearly progress or by other achievement instruments such as the Terra Nova and, beginning this year, the NYSESLAT (New York State English as a Second Language Alternate Test). In 2002, 61 of 8th graders were ELL exempt.

When disaggregated, data does not reveal disparities among subgroups. All show strong, consistent gains of achievement from 1999-2002, thus indicating the level of success was extremely significant.

USE OF DATA

Without the continuous use of assessment data that has been embedded in the curriculum, our school and student performance could not have reached the level it currently enjoys. When our first disappointing scores (1998-99) were reported, staff and administration immediately began a search for the newly-published assessment-based materials that began to appear. This search continues to be ongoing despite our recent successes so that we can continue to build a repertoire of activities to engage our diverse student population.

All departments in the building developed assessment-based action plans which were compiled into a packet of Proactive Strategies and which were immediately implemented. These activities included students, teachers, and even parents. Teachers posted schedules for students to review, correct, or make-up work and earn extra credit. They also developed parental-contact plans composed of phone calls, written communications/progress reports as needed, and if necessary, parent-teacher conferences prior to report cards. Additionally, we have a building website as well as our TV station as a means of communicating information. With the continuous use of these materials, we have been able to develop assessment-based activities focusing directly upon student weaknesses as indicated by previous disaggregated assessment data. Interdisciplinary cooperation throughout the building in various academic departments as further reinforcement of student weaknesses has produced a relevant curriculum that fosters high student achievement.

These measures complemented our already aligned curriculum and began to produce noticeable improvement in student achievement.

COMMUNICATION

John F. Kennedy Middle School has many avenues of communication that are used to report student performance data ranging from excellent attendance to equally excellent achievement.

The principal plays an integral role in disseminating this information through the use of morning announcements to students, monthly student assemblies, and a quarterly and monthly newsletter to parents. This newsletter contains grade level High Honor, Honor Rolls, and Perfect Attendance lists, pertinent test results that are available, as well as a calendar of upcoming building events. This information also appears on school hallway bulletin boards and on banners proudly displayed throughout the building. New York State Assessment data results are mailed home, and Parent/Teacher conferences are scheduled.

Outstanding classroom students are honored as Students of the Month. Names of these students are part of morning announcements, their photographs are displayed in hallway display cases, and they are recognized on our local educational TV station, Channel 10. Our building website also provides the most updated information about our school. This includes student recognition such as the Student Honor Roll and Perfect Attendance, the most current newsletter, a calendar of school-related events and athletic schedules, as well as all media articles about our building. The website also contains updated reports of our awards and recognition such as the New York State designation as a high-performing, most improved school, and Project Lead the Way (a pre-engineering, technology program) accreditation.

Local newspapers play a role in helping to keep the community informed. Yearly School Report Cards produced by the State not only publicize an individual schools' results but also include comparisons to other local and neighboring schools' scores as well as a comparison to state averages.

SHARING SUCCESS

Should we be fortunate enough to win this prestigious award, we would be more than willing to communicate and share our successes with other schools, especially those whose needs are great.

In doing so, we would actually be continuing a pattern begun during this current year when our successes were initially reported. We received requests and hosted several visitations from districts around the state who sought help and conducted numerous teleconferences with other districts.

During these visits, we verbally shared our philosophy on the factors that contributed to our own success, such as order and discipline to produce an environment where teaching/learning can successfully occur, the development of an undisturbed testing climate, as well as nurturing our students' self-esteem by guiding them through successful educational experiences to mention a few.

We also shared prepared packets of materials of proactive strategies which we developed over the years and shared samples of many assessment-formatted materials that we found worked for us. Visitors toured our building, which runs both blocked and unblocked courses to see our school in action.

Our principal appeared on our local educational channel and shared insight on our successes as well as accompanied our District Superintendent to a conference (Meeting the Challenge of "No Child Left Behind,") presented by The Professional Development School of Syracuse University where our principal gave a substantive presentation that described our school and delineated the elements leading to our current high achievement status to other teachers and administrators from various districts around New York State.

If we become a Blue Ribbon School, we would do more of the same.

PART V – CURRICULUM AND INSTRUCTION

BASIC CURRICULUM

John F. Kennedy Middle School offers its students a varied and well-developed curriculum which has undergone many changes over the past few years. Now aligned with the New York State Learning Standards, our curriculum is also task-oriented at all levels to familiarize all students with the assessments and Regents examinations they will take.

Grade 7 students are scheduled for the four core courses including language arts in addition to music, health, home/careers, technology, foreign language, and physical education. Our 7th graders have music choices of band, choir, or orchestra as well as a foreign language, French, Italian, or Spanish. In grade 7, students also have opportunities for acceleration in the areas of mathematics, science, and technology.

Advanced students have both 7th and 8th grade science and/or mathematics during the 7th grade to enable them to take 9th grade level math and science during the 8th grade. Students interested in pursuing engineering careers and meeting the course qualifications elect Project Lead the Way as their technology component.

As 8th graders, students continue the basic core courses and language arts in addition to the B level of their foreign language, art, home/careers, technology, and physical education. Accelerated 8th graders begin Math A, a Regents course that spans 9th grade algebra and the first semester of 10th grade geometry, and Living Environment (normally grade 9 courses) and continue Project Lead the Way. Additionally, students may elect to continue music by selecting band, choir, and/or orchestra.

Grade 9 students are scheduled for English, mathematics (Math A, Pre-algebra, or Algebra), Living Environment, Global Studies, a choice between art and music, a choice between continuing a foreign language or Introduction to Occupation, and language arts. Accelerated 9th graders complete Math A in January and begin Math B, a course that completes geometry as well as intermediate algebra. They also take Earth Science and Drawing and Design, the next segment of the Project Lead the Way (the pre-engineering program).

At all grade levels, students requiring Academic Intervention Services are scheduled for ELA/Math remediation as indicated by test result.

ELA CURRICULUM

At JFK the English-language arts curriculum is a double-pronged program that combines a strong language arts segment with an English curriculum that is well-designed, standard-based, and embedded with activities modeled after current assessment and Regents examination requirements. Data disaggregated from previous test results drives the curriculum in both areas by providing the focus for the selection of specific curriculum content that helps the weaker student develop skills to a higher level as well as provides enrichment for higher achieving students. After the first assessment results were released (1998-99), data showed that Kennedy 8th graders had difficulty with the higher-level reading comprehension questions and also failed to fully substantiate written ideas with text-based references. Several different types of graphic organizers were introduced and proved successful in helping students.

Math results indicated weakness in specific Key Idea items such as Measurement and Patterns/Functions. Subsequently, English/language arts classes often incorporate skills needed in other disciplines as well. Specific vocabulary from math, science, and/or social studies may be included in a daily lesson as well as practice writing DBS's (data-based questions). Additionally, lessons, activities, and tests, modeling assessment formatting, have been designed and incorporated to improve student achievement in all areas of the courses, which covers a variety of literary genre, reading comprehension including multiple choice, short written responses as well as extended responses, and the development of writing and speaking skills at appropriate levels. Teachers utilize many instructional strategies designed to be effective with our multicultural, diverse student body to provide optimum opportunities for students to "fine-tune" the skills that are necessary for success in today's world.

ADDITIONAL CURRICULUM

A valuable addition to the John F. Kennedy Middle School curriculum was the inclusion of Project Lead the Way as a component of our technology program three years ago. Project Lead the Way is a national program offered in only about 170 schools nationwide to address the national shortage of engineers and engineering technologists.

The main purpose of this program is to increase the quality and quantity of engineers graduating from our educational system. Project Lead the Way has developed a multi-year sequence of courses which, when combined with the traditional mathematics and science courses in secondary school, introduces students to the scope, rigor, and discipline of engineering before entering college.

Grade 7 students experience such programs as Inventor CAD and Design Rube Goldberg Problem Solving. In grade 8, emphasis is on Digital Electronics, Mechanical Engineering Principles, and Robotics. Ninth graders focus on Drawing and Design for Production, Inventor Program, Basic Design Principles, Problem Solving and Research Techniques, Modeling and Prototyping, Motion and Animation, Industrial Process and Procedures, and Student Portfolio Design and Layout.

Since John F. Kennedy Middle School achieved the status as a Rochester Institute of Technology/Project Lead the Way Certified School in 2002, students who continue the program, demonstrating exemplary work may apply for RIT transcripted college credit and/or admission to the college itself. Clearly, this program has provided enrichment, opportunity, and relevant real world situations for JFK's student body.

INSTRUCTIONAL METHODS

In order to reach and improve learning of students who are multicultural diverse individuals with multiple intelligences, it is necessary to develop appropriate proactive strategies that engage pupils with significant content based upon our high standards and expectations. By using horizontal articulation/cross-curricular strategies among the departments in our building, JFK strengthened all curriculum areas and made course content more relevant to real world situations as it embedded standard-based activities in its curriculum.

A simple essay-writing outline defined key vocabulary such as describe, identify, etc. and was distributed to all faculty members to use. Students then received the same basic instructions to follow when completing writing assignments in all subjects. Teachers soon observed that students encountered writing tasks more easily, and the results were much improved. Special subject vocabulary was made part of our language arts program and corresponding word walls were developed in the classrooms so that students could continually review the material. Math critical thinking skills were incorporated into the teaching of the seven Key Ideas/Concepts in the core curriculum to enable students to apply them to every day life.

As the development of curriculum progressed, presentation of course content also became more varied. Teachers employed large group and small group instruction, manipulatives, graphic organizers, visual and audio aids, cooperative learning, and peer-coaching as regular strategies in their classrooms. Additionally, many interdisciplinary activities were undertaken which produced successful results that helped students comprehend and apply the skills they acquired. All of this was further reinforced by a structured after-school tutorial program that students attended for make-up work or additional instruction.

PROFESSIONAL DEVELOPMENT

For the past several years, faculty members of John F. Kennedy Middle School have had the opportunity to participate in a coherent, on-going professional staff development program conducted both during the school year and during summer sessions. Curriculum alignment with state standards was completed after a three-year summer program presented by the Association for Effective Schools, Inc., which produced a vertically articulated curriculum defining the skills that students need to acquire at each grade level as well as classroom application strategies that included instructional unit organizers, performance activity charts, and performance rubrics. Additional sessions provided time for staff members to create thematic units, utilizing these materials.

The Middle School Association has also conducted an on-going series of summer workshops that teachers attend. These sessions focus on diverse topics such as adolescent development, multiple intelligences and programs such as advisor/advisee that are designed to expand teachers' knowledge as well as to enrich student experiences and thus facilitate their improved achievement.

Throughout the school year there are half and full-day staff development in-service programs that continue to enrich staff, allow congruence among staff members, and develop other strategies to engage pupils. This is for further reinforcement, dialogue, and creative instruction of students.

The ideas generated by these programs and shared among staff members have definitely helped produce the climate of teaching and learning which has been extremely instrumental in the great success and achievement of JFK students.

Grade____8___ Test_____NYS Assessment – ELA_____

Edition/publication year_'97-'01_____Publisher _____CTB McGraw Hill_____

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	1/01	3/01	5/02	5/99	
SCHOOL SCORES	ELA	ELA	ELA	ELA	
TOTAL	706	708	703	688	
At or Above Basic	89	81	117	128	
At or Above Proficient	124	99	110	72	
At Advanced	18	31	16	5	
Number of students tested	227	222	253	238	
Percent of total students tested	80	75	81	81	
Number of students excluded	61	74	55	58	
Percent of students excluded	20	25	19	19	
SUBGROUP SCORES					
1.____POVERTY_____ (specify subgroup)					
At or Above Basic	61	53	83	76	
At or Above Proficient	52	36	45	32	
At Advanced	9	8	3	2	
2.DISABLED STUDENTS (specify subgroup)					
At or Above Basic	21	18	23	17	
At or Above Proficient	3	7	4	0	
At Advanced	0	0	0	0	
3.___BLACK_____(specify subgroup)					
At or Above Basic	21	17	26	27	
At or Above Proficient	15	8	10	8	
At Advanced	2	2	1	0	
STATE SCORES					
TOTAL	%	%	%	%	
At or Above Basic	39	36	46	54	
State Mean Score	48.5	41.5	41.8	42.5	
At or Above Proficient	55	45	46	30	
State Mean Score	34.1	34.0	35.2	39.5	
At Advanced	8	14	6	2	
State Mean Score	10.2	10.9	9.7	8.6	

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)

Grade____8___ Test_____NYS Assessment – Math_____

Edition/publication year_'97-'01_____Publisher _____CTB McGraw Hill_____

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	5/02	5/01	5/00	5/99	
SCHOOL SCORES	Math	Math	Math	Math	
TOTAL	738	716	712	682	
At or Above Basic	39	88	120	77	
At or Above Proficient	135	112	95	37	
At Advanced	46	8	10	2	
Number of students tested	225	231	252	238	
Percent of total students tested	80	76	82	83	
Number of students excluded	61	71	48	56	
Percent of students excluded	20	24	18	17	
SUBGROUP SCORES					
1.___POVERTY_____ (specify subgroup)					
At or Above Basic	26	56	73	36	
At or Above Proficient	72	39	44	17	
At Advanced	16	1	4	0	
2.DISABLED STUDENTS (specify subgroup)					
At or Above Basic	11	17	15	5	
At or Above Proficient	7	9	10	1	
At Advanced	0	0	0	0	
3.___BLACK_____(specify subgroup)					
At or Above Basic	8	18	24	11	
At or Above Proficient	20	12	8	1	
At Advanced	2	0	2	0	
STATE SCORES					
TOTAL	%	%	%	%	
At or Above Basic	**	36	48	16	
State Mean Score	**	34	34.6	32.9	
At or Above Proficient	**	45	38	16	
State Mean Score	**	31	33.4	31	
At Advanced	**	3	4	1	
State Mean Score	**	8	6.9	7	

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:

(b) 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)

**** According to a spokesperson from the New York State Education Department, the total State 2002 Math scores will not be available until April 3, 2003.**