

**2002-2003 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 www.motthall.org Email 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.

(Principal's Signature) Date _____

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

Name of Superintendent Dr. Jorge Izquierdo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community School District 6 Tel. (927) 521-3600

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Roberto Lizardo
(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.

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

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: 14 Elementary schools
 9 Middle schools
 0 Junior high schools
 0 High schools

 26 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:
- [*] 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. 17 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	35	54	89
1				8	35	58	93
2				9			
3				10			
4	22	33	55	11			
5	32	46	78	12			
6	34	61	95	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							410

6. Racial/ethnic composition of the students in the school: 3.7% White
7.2% Black or African American
84% Hispanic or Latino
5.1% Asian/Pacific Islander
0% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(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 <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> 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: 3%
5 Total Number Limited English Proficient

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

9. Students eligible for free/reduced-priced meals: 78.9%

Approx. 323Total 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: 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.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> *</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	_____
Classroom teachers	<u> 28 </u>	_____
Special resource teachers/specialists	<u> 1 </u>	_____
Paraprofessionals	<u> 0 </u>	_____
Support staff	<u> 1 </u>	_____
Total number	<u> 32 </u>	_____

12. Student-“classroom teacher” ratio: 25:1

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			95.5%	95.6%	95.2%
Daily teacher attendance	90%	90%	90%	90%	90%
Teacher turnover rate	10%	5%	5%	5%	5%
Student dropout rate	0	0	0	0	0
Student drop-off rate	2%	2%	2%	2%	2%

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

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 and begin the first sentence with the school's name, city, and state.

The Mott Hall School located in New York City, New York 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 consist of in-depth real world investigations, elective course studies, seminars and special enrichment electives which 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 work 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 with professional practitioners. The U.S. Department of Education, 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- *Friendship through Education*- to promote good will with muslim countries in the aftermath of September 11.

Moreover, Mott Hall has hosted many open houses to educators from around the world and across the nation to observe the school' 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 summary, a great majority numbers 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.

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.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state’s interpretation of

statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.

- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- c. Attach all test data to the end of this application and continue to number the pages consecutively.

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55th percentile on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

- 1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, do not report the data. Limit the narrative to one page.**

- a. **Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.**

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 84% of our student body is of Hispanic heritage representing many countries. As demonstrated by NYS State and NYC Test Results (see Table 1) over 90% of our Hispanic students met the performance standards in 1999, 2000, and 2001. Students eligible for Title 1 status represent about 68% of the student body.

4th grade Hispanic students jumped from 94% to 100% proficiency on the Grade 4 ELA in 2001-2002. Students demonstrating advanced levels of achievement also rose from 40% to 47%. Seventy-nine percent of Hispanic 4th graders exceeded the NYS Mathematics Performance Standards increasing 42% 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 2000-2001 and 2001-2002. 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.

b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.

*The Mott Hall School does not exclude any student subgroups from state or city standardized tests.

c. Attach all test data to the end of this application and continue to number the pages consecutively.

For Public and Private Schools

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 and 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.

Technology

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 data base, 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 willing 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, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

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.

Emphasis is on assisting teachers acquire 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 both using a collaborative and collegial work model that allows teachers to work in an intellectual environment of continuous inquiry and reflection.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below.

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

2. What is the educational cost per student? \$ _____
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ _____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

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: English Language Arts State Test

Edition/publication year 1999-2002 Publisher CTB/McGraw-Hill

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. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, 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.

Level 3: Students meet the learning standards. Their performance shows through understanding of written and oral text.

Level 2: Students show partial achievement of the learning standards. Their performance shows minimal understanding of written and oral text.

Level 1: Students do not meet the learning standards. Their performance shows minimal understanding of written and oral text.

Grade 4 ELA State Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	100%	95.5%	100%	96.2%	
At Advanced	54%	43.2%	45.1%	19.2%	
Number of students tested	50	44	51	26	
Percent of total students tested					
Number of students excluded		98%			
Percent of students excluded		2%			
SUBGROUP SCORES					
1. <u>Hispanic</u>	42	80%			
At or Above Basic	100%	100%			
At or Above Proficient	100%	94%			
At Advanced	47.6%	40%			
2. <u>Female</u>	38	64%			
At or Above Basic	100%	100%			
At or Above Proficient	100%	100%			
At Advanced	58.6%	46.4%			
3. <u>Low-income</u>	38	82%			
At or Above Basic	100%	100%			
At or Above Proficient	100%	94.4%			
At Advanced	43.6%	36%			
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient		60%	58.7%	48%	
State Mean Score					
At Advanced					
State Mean Score					

Grade 4 Mathematics State Tests Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	100%	95.5%	100%	96%	
At Advanced	45.8%	40.9%	30%	56%	
Number of students tested	48	44	50	25	
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. <u>Hispanic</u>	43	35			
At or Above Basic	100%	100%			
At or Above Proficient	97.7%	94.3%			
At Advanced	79.1%	37.1%			
2. <u>Female</u>	29	28			
At or Above Basic	100%	100%			
At or Above Proficient	96.6%	96.4%			
At Advanced	79.3%	35.7%			
3. <u>Low-income</u>	38	36			
At or Above Basic	100%	100%			
At or Above Proficient	97.4%	94.4%			
At Advanced	78.9%	38.9%			
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient	67.6%	69.1%	65.0%	66.7%	
State Mean Score					
At Advanced					
State Mean Score					

Grade 5 CTB- Reading Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	100%	100%	98.6%	95.1%	
At Advanced	26.8%	33.3%	13.7%	11.7%	
Number of students tested	71	69	73	103	
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. <u>Hispanic</u>					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. <u>Female</u>					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. <u>Low-income</u>					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Grade 5 CTB- Mathematics Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	95.8%	95.7%	97.3%	86.4%	
At Advanced	49.3%	37.7%	60.3%	29.1%	
Number of students tested	71	69	73	103	
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
<u>1. Hispanic</u>					
At or Above Basic					
At or Above Proficient					
At Advanced					
<u>2. Female</u>	44				
At or Above Basic	100%				
At or Above Proficient	100%				
At Advanced	54.5%				
<u>3. Low-income</u>	42				
At or Above Basic	100%				
At or Above Proficient	100%				
At Advanced	47.6%				
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Grade 6 CTB- Reading Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	98.9%	99%		100%	
At or Above Proficient	92.5%	93.1%		83%	
At Advanced	16.1%	10.9%		12.3%	
Number of students tested	93	101		106	
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. <u>Female</u>	63				
At or Above Basic	96.8%				
At or Above Proficient	95.2%				
At Advanced	36.5%				
2. <u>Hispanic</u>	81				
At or Above Basic	98.8%				
At or Above Proficient	93.8%				
At Advanced	29.6%				
3. <u>Low-income</u>	70				
At or Above Basic	97.1%				
At or Above Proficient	90%				
At Advanced	28.6%				
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Grade 6 CTB- Mathematics Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	98.9%	100%	95.4%	100%	
At or Above Proficient	95.7%	97%	83.3%	84.9%	
At Advanced	67.7%	56.4%	31.5%	48.1%	
Number of students tested	93	101	108	106	
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. <u>Hispanic</u>	77				
At or Above Basic	100%				
At or Above Proficient	96.1%				
At Advanced	48%				
2. <u>Female</u>	64				
At or Above Basic	95.3%				
At or Above Proficient	90.6%				
At Advanced	45.3%				
3. <u>Low-income</u>	69				
At or Above Basic	91.3%				
At or Above Proficient	87%				
At Advanced	42%				
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Grade 7 CTB- Reading Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	96.3%	100%	100%	
At or Above Proficient	91%	87.9%	96.1%	82.8%	
At Advanced	20.2%	23.4%	20.6%	23%	
Number of students tested	89	107	102	87	
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. <u>Female</u>	54				
At or Above Basic	100%				
At or Above Proficient	87%				
At Advanced	11.1%				
2. <u>Hispanic</u>	76				
At or Above Basic	100%				
At or Above Proficient	92.1%				
At Advanced	13.1%				
3. <u>Low-income</u>	64				
At or Above Basic	100%				
At or Above Proficient	92.2%				
At Advanced	15.6%				
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Grade 7 CTB- Mathematics Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	94.4%	99%	98.9%	
At or Above Proficient	96.9%	84.1%	89.2%	94.3%	
At Advanced	56.3%	30.8%	31.4%	29.5%	
Number of students tested	96	107	102	88	
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1. <u>Hispanic</u>	77				
At or Above Basic	100%				
At or Above Proficient	98.7%				
At Advanced	68.8%				
2. <u>Female</u>	55				
At or Above Basic	100%				
At or Above Proficient	96.4%				
At Advanced	65.5%				
3. <u>Low-income</u>	64				
At or Above Basic	100%				
At or Above Proficient	95.3%				
At Advanced	61%				
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Eighth Grade ELA State Test Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	95.3%	98.9%	98.8%	97.7%	
At or Above Proficient	85.8%	89.5%	82.1%	94.2%	
At Advanced	28.3%	23.2%	9.5%	20.9%	
Number of students tested	106	95	84	86	
Percent of total students tested		100%	99%	100%	
Number of students excluded		0	1	0	
Percent of students excluded		0%	1%	0%	
SUBGROUP SCORES					
1. <u>Hispanic</u>		80			
At or Above Basic		98.7%			
At or Above Proficient		88.8%			
At Advanced		24%			
2. <u>Female</u>		63			
At or Above Basic		100%			
At or Above Proficient		93.7%			
At Advanced		25.4%			
3. <u>Low-income</u>		72			
At or Above Basic		98.7%			
At or Above Proficient		87.5%			
At Advanced		19.4%			
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient	48.1%	44.8%	44.9%	44.3%	
State Mean Score					
At Advanced					
State Mean Score					

Grade 8 Mathematics State Tests Results

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic	95.2%	97.9%	100%	98.8%	
At or Above Proficient	81.9%	79.2%	96.4%	91.3%	
At Advanced	15.2%	24%	19.3%	17.5%	
Number of students tested	105	96	83	80	
Percent of total students tested		100%	100%	100%	
Number of students excluded		0	0	0	
Percent of students excluded		0%	%	%	
SUBGROUP SCORES					
1. <u>Hispanic</u>	78	81			
At or Above Basic	100%	97.5%			
At or Above Proficient	97.3%	79.0%			
At Advanced	55.1%	22.2%			
2. <u>Female</u>	57	64			
At or Above Basic	100%	98.4%			
At or Above Proficient	96.5%	75.0%			
At Advanced	50.9%	15.6%			
3. <u>Low-income</u>	62	73			
At or Above Basic	100%	98.6%			
At or Above Proficient	98.4%	75.3%			
At Advanced	54.8%	17.8%			
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient	67.6%	69.1%	65.0%	66.7%	
State Mean Score					
At Advanced					
State Mean Score					

