

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [x] Middle [] High [] K-12 [] Charter

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

Official School Name IS 289 Hudson River Middle School
(As it should appear in the official records)

School Mailing Address 201 Warren Street
(If address is P.O. Box, also include street address.)

New York NY 10282-1002
City State Zip Code+4 (9 digits total)

County New York State School Code Number* 310200010289

Telephone (212) 571-5659 Fax (212) 571-0739

Web site/URL http://schools.nyc.gov/OurSchools/Region9/M289 E-mail efoote@schools.nyc.gov

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 _____

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

District Name New York City Region 9, District 2 Tel. (212) 356-7564

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 Mr. Michael A. Propper
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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(Region 9): ___54___ Elementary schools
 ___21___ Middle schools
 ___ 0___ Junior high schools
 ___30___ High schools
 ___51___ Other (K-8, K-12, academies)
- _156_ TOTAL
2. District Per Pupil Expenditure: __\$2800_____
- Average State Per Pupil Expenditure: __\$2800_____

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. 9 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	55	45	100
K				8	39	54	93
1				9			
2				10			
3				11			
4				12			
5				Other			
6	44	57	101				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							294

PART III - SUMMARY

IS 289 The Hudson River middle School is a small, 300-student middle school in the Tribeca/Battery Park City area of New York City. It is a dynamic learning community, thoughtfully organized to support its diverse student body in meeting high standards. The community combines high expectations with high levels of support, creating a bridge between challenging curriculum goals and students' unique talents, needs and learning styles. IS 289 seeks to develop in each student critical-thinking and problem-solving skills. Our goal is to cultivate in each student the habits of mind that lead them to thoughtfully apply these skills in a variety of situations, both in school and in the larger world. Taking advantage of young people's social tendencies and needs, we create opportunities for students to develop, test, revise, and refine their thinking and then communicate their understandings to a larger audience.

IS 289 is a District 2 choice middle school, not a zoned school. Its Department of Education mandate is to serve a heterogeneous student body. The school selects students in the winter-spring from among applicants to its 6th grade. Our holistic assessment of applicants includes evidence of commitment to collaboration, test data, attendance data and teacher recommendations. IS 289 has made a deliberate effort through its recruitment and selection process to create an ethnically diverse student body. The school has developed resources to meet the academic and social needs of its students and families. Currently, approximately 35% of our students are from neighboring elementary schools within two blocks of the school; the immediate neighborhood is predominantly white middle class. Another 35% of our students come from Chinatown schools; these students live 1.5 to 2.5 miles from the school. The remaining students come from other District 2 schools, most of them in Greenwich Village.

About 12% of our students have Individualized Education Plans and receive the full continuum of services including SETSS, instruction in a self-contained class (12:1:1) and related services including speech, counseling, occupational and physical therapy. We have a very small formal ELL population (rarely more than 5), but we provide at-risk ESL classes for approximately 10% of our 6th and 7th grades.

The school houses three general education classes on a grade, grades 6 through 8, heterogeneously grouped, with a class size averaging 32 students. The faculty is departmentalized, with one teacher for each subject area—literacy, math, social studies, and science—on each grade level. We have only one Spanish language teacher who teaches classes to both 7th and 8th grade students. We use block scheduling for the four core subjects. Other classes, taught for single periods, include physical education, advisories, arts exploratories (instrumental music, drama, visual arts, and movement) and multi-disciplinary exploratories (entrepreneurship, service learning, music appreciation, and others). Small-group intervention classes focus primarily on reading and math, but include all areas of the curriculum, and are held during the school day as well as before and after school.

Throughout the curriculum, there is continuity in instruction: teachers generally structure lessons using a workshop model. Except in mathematics, teachers rarely use traditional textbooks; instead, classrooms have libraries rich with trade books, both fiction and non-fiction, maps, illustrations. Students also conduct research through well-informed internet searches and trips to museums and other sites of interest in the city. Student assessment is through projects, many of which are integrations of learning in more than one content area.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Beginning in 2005-06, IS 289 administered the New York State English Language Arts and New York State Mathematics Exams on all three grades, 6th, 7th, and 8th. Prior to this school year, New York State Exams were not administered to 6th and 7th grade students; these two grades took standardized New York City tests in these two subjects. New York State examinations have multiple sections—objective multiple-choice, short-answer, and extended response sections—in contrast with the New York City tests which comprised only a multiple-choice objective component.

For both these exams, performance is indicated by a scale score that falls within a level from 1 to 4. The scale score range for these levels is adjusted year to year. Level 3 indicates performance at grade level; level 4 indicates well-above grade level. Level 2 indicates performance below grade level; level 1 indicates performance well-below grade level.

The total enrollment of the school has varied little since 2002, when there was a drop in enrollment after the events of 9/11/2001. The school, because of its close proximity to the World Trade Towers, was forced to relocate for six months, returning to its building in February 2002. Since then, enrollment has varied only about 2% year-to-year. However, since 2002 the school has increased in diversity, with the enrollment of whites declining from 52% to about 36%; the enrollment of Asian/Pacific Islanders has increased from less than 20% to now about 36%. The other ethnic categories, black and Hispanic, have remained fairly constant.

Overall, our assessment results in ELA have followed a pattern of improvement: percentage of students scoring at levels 3 + 4 in 2003 was 65%; 2004 was 67%; 2005 was 82%; 2006 was 87%. Subgroup analysis shows that all subgroups (disaggregated data available only from 2004) also demonstrated improvement: general education, special education, white, Asian, Hispanic, girls, and boys.

Overall, our assessment results in Math have followed a pattern of improvement, with a slight dip in 2005; percentage of students scoring at levels 3 + 4 in 2003 was 62%; 2004 was 78%; 2005 was 76%; and 2006 was 87%. Subgroup analysis reveals that achievement of all subgroups followed this same pattern, with some notable exceptions: in 2005, when overall scores dipped slightly, two groups demonstrated improvements, namely Asian students and females students.

For information on the New York State assessment system go to www.nysed.gov.

2. **Using Assessment Results:** IS 289 uses both formal assessment data from the New York State exams, as well as data from internally developed assessments, to understand and improve student and school performance. The school provides several opportunities for small-group instruction for students whom we identify as needing academic intervention services (AIS): in-school small-group classes twice a week, after-school small-group classes two afternoons a week, and an additional combined pull-out and push-in intervention for highly at-risk and formally special education (IEP) students. A Pupil Personnel Team, comprising administrators, classroom teachers, learning specialists, guidance counselors, social worker, and psychologist, uses the data to make referrals to one or more of the AIS services.

Once students are referred, frequent assessments are administered by AIS teachers. Using this data as well as classroom data, student performance is consistently reviewed. The enrollment in AIS classes, except for the most at-risk, is fluid, and students may be referred out after consistent high performance over a period of months. Students may also be referred into services.

The school also undertakes item analysis of student performance on the state assessments to determine instructional goals, curriculum sequence, and focus for professional development.

3. Communicating Assessment Results: All of the formal assessment data for IS 289 Hudson River Middle School is available to the public. School report cards are published on-line by both the city and the state. Local newspapers—*New York Times*, *New York Post*, and others—publish both aggregate scores of schools as well as rankings. Neighborhood newspapers also publish these results.

Our school makes hard copies of the school reports available to families who cannot access the information on line, including translations if requested. Results are shared during PTA meetings, as well as during tours for prospective families.

The school issues quarterly reports to parents for each child which detail student progress and set goals for learning. The school has two formal open-school weeks during which teachers meet with families about student progress. Other forms of communication include: email, phone, and letters.

4. Sharing Success: IS 289 has served as a demonstration lab for administrators and teachers, both within the city and nationwide. We host visiting administrators who are affiliated with Columbia University's Teachers College Reading and Writing project twice a year in our literacy, social studies, and science classrooms to demonstrate best practice. Our literacy and social studies teachers are frequent presenters at national professional conferences. They also teach workshops for teachers at Columbia Teachers College and through a teachers union certification program. We are a mentor school for another middle school in the city in literacy; their teachers visit our classrooms and our teachers work with them at their school.

One of our teachers has published both professional books and articles in professional journals on best practice in reading and writing.

The principal shares best practice with other middle school administrators in the district through monthly cohort meetings.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: IS 289 has a departmentalized program with block scheduling which reflects the community's adherence to the principles of the Carnegie Council's Middle School Reform Initiative.

Instruction in IS 289's LITERACY classrooms reflects the principles of balanced literacy pedagogy. These classes use reading and writing workshop models; regular use of read-alouds, whole-class shared reading instruction, small-group literature circles, grammar and spelling instruction, and independent reading are the basic strategies employed by literacy teachers. IS 289 has continuity in instruction, as well as an integration in curriculum between its literacy and social studies classes in particular, and, to some extent, literacy and science. In both social studies and science classes teachers work with the literacy teachers as they develop writing projects for students. There has been a strong effort to include a range of non-fiction texts, both with respect to level and genre, in the libraries of the literacy classrooms and to include non-fiction reading in the curriculum. The social studies and science classrooms have also developed libraries that include a range of texts, including magazines. Instruction in the form of whole-class shared reading is the responsibility of all the content teachers, as well as the literacy teachers. We have also incorporated internet literacy into our curriculums. Project work at 289 has emphasized authentic work for a real audience. We hope to strengthen this focus on reading and writing for social action in all content areas.

IS 289 uses a standards-based MATHEMATICS curriculum that is aligned with New York State Standards. We use several published curriculum resources, including the Connected Math Project and Impact. In a workshop setting, students are engaged in both independent and collaborative investigations to develop understandings.

IS 289's SCIENCE curriculum has an emphasis on issues-oriented investigations. Although the science content is broken down roughly as physical sciences in 6th grade, life sciences in 7th, and earth science in 8th, teachers are collaborating on project development and articulation that breaks down the artificial distinctions between disciplines to reflect more accurately scientific investigation and communication in the real world and to emphasize more integration between science and mathematics.

SOCIAL STUDIES follows the guidelines of the NYS Core Curriculum and Standards for Social Studies. Students study ancient civilizations in 6th grade and United States History in 7th and 8th grade. As described above, students experiences in social studies include a variety of texts and other research materials, including trade books and magazines, primary materials, both visual and text, videos, internet resources, and, very important, trips to museums and historical sites both in and outside of the city. Project work is strongly integrated with the literacy classes.

SPANISH is the foreign language taught at IS 289, starting in 7th grade. Instruction in this class combines language acquisition through singing, simulation of everyday experiences, and project work with more formal grammar instruction.

IS 289 offers Exploratories to all students two afternoons a week, two periods each day. Exploratories are scheduled by semester; they include instrumental music, drama, art, newspaper, dance, community service, as well enrichment classes in math and science.

2b. (Secondary Schools) English: Instruction in IS 289's ENGLISH LANGUAGE ARTS classrooms reflects the principles of balanced literacy pedagogy. These classes use reading and writing workshop models; regular use of read-alouds, whole-class shared reading instruction, small-group literature circles, grammar and spelling instruction, and independent reading are the basic strategies employed by literacy teachers. IS 289 has continuity in instruction, as well as an integration in curriculum between its literacy

and social studies classes in particular, and, to some extent, literacy and science. In both social studies and science classes teachers work with the literacy teachers as they develop writing projects for students. There has been a strong effort to include a range of non-fiction texts, both with respect to level and genre, in the libraries of the literacy classrooms and to include non-fiction reading in the curriculum. The social studies and science classrooms have also developed libraries that include a range of texts, including magazines. Instruction in the form of whole-class shared reading is the responsibility of all the content teachers, as well as the literacy teachers. We have also incorporated internet literacy into our curriculums. Project work at 289 has emphasized authentic work for a real audience. We hope to strengthen this focus on reading and writing for social action in all content areas.

Through our workshop structures we are able, in classrooms, to provide differentiated instruction to improve reading skills of students who read below grade level. We use various assessments, including running records, conferences, etc., and tailor reading instruction to meet very specific needs. Our academic intervention structures include small-group pull-out classes, with a ratio ranging from 5:1 to 10:1, depending on level of intervention needed. We use Wilson reading instruction for our most struggling readers.

3. Additional Curriculum Area:

IS 289's SCIENCE curriculum has an emphasis on issues-oriented investigations. Although the science content is broken down roughly as physical sciences in 6th grade, life sciences in 7th, and earth science in 8th, teachers are collaborating on project development and articulation that breaks down the artificial distinctions between disciplines to reflect more accurately scientific investigation and communication in the real world and to emphasize more integration between science and mathematics.

We have developed a skills-driven rather than concept-based program and articulated 6th, 7th and 8th grade benchmarks based on 8th grade exit outcomes. The benchmarks address five science skills: identify and define a scientific investigation; design a scientific investigation; collect and organize data; analyze data; present findings and ideas.

4. Instructional Methods: There is continuity in instructional methods across the core content areas. Our classes are 80-minutes during which teachers use a workshop structure. During the first 10-15 minutes of a workshop lesson the teacher gathers the class into a whole group to present a mini-lesson which launches the work of the period. The bulk of the period is student work time, during which students engage in differentiated learning experiences either independently, in partnerships, or in small groups. During this work time teachers confer with students and keep records of their learning based on rubrics that match the learning standards. The last 15-20 minutes of a class are used to process the work of the period and formalize the understandings.

Although teachers in math and science use some formal assessments, much of the assessment process in classrooms is through project learning. Student work is assessed based on shared expectations as reflected in rubrics.

5. Professional Development: IS 289 has a strong focus on professional study. The school has made a considerable investment in staff development in the form of a staff developer for each of the core content areas, ELA, Social Studies, Science, and Mathematics. Three of the four staff developers are consultants and one is a NYC Department of Education employee. The model of this work is that at least one day a week the staff developer co-teaches and plans with each of three teachers in the content area. (A small school, we have only one teacher in each content area per grade.) The staff developer also chairs department meetings once a week.

Teachers attend professional development workshops offered through the region or through professional

groups. Some of our teachers design and facilitate these workshops, most recently primarily in ELA and Social Studies.

We also design our own professional studies, sometimes in whole group configurations and sometimes in subgroups. The direction of this work is generally instruction and assessment, although we also use this structure to address the social and emotional issues of our middle school students. These professional study experiences occur weekly after school as well as in the form of weekend planning meetings.

PART VII - ASSESSMENT RESULTS

Public Schools

STATE CRITERION-REFERENCED TESTS

English Language Arts__ Grade_6__CTB 2004, 2005, NYState ELA Exam 2006__

Edition/Publication Year__ Publisher_McGraw-Hill_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	June	June		
SCHOOL SCORES*					
% Level 3 plus Level 4	91	81.6	67		
% Level 4	21	28	18		
Number of students tested	96	101	100		
Percent of total students tested	99	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	1	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 3 plus Level 4	90	72	50		
% Level 4	5	15	6		
Number of students tested	39	33	34		
2. Black					
% Level 3 plus Level 4	69	73	38		
% Level 4	8	15	0		
Number of students tested	13	13	12		
3. Hispanic					
% Level 3 plus Level 4	91	63	61		
% Level 4	9	7	14		
Number of students tested	11	14	14		
4. Asian					
% Level 3 plus Level 4	94	82	64		
% Level 4	21	23	17		
Number of students tested	34	31	30		
5. White					
% Level 3 plus Level 4	95	91	79		
% Level 4	26	39	29		
Number of students tested	38	38	45		
6. Students with Disabilities					
% Level 3 plus Level 4	55	46	20		
% Level 4	0	17	18		
Number of students tested	11	12	11		

English Language Arts Grade_7 CTB 2004, 2005, NYState ELA Exam 2006 _____
 Edition/Publication Year _____ Publisher McGraw- Hill _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	June	June		
SCHOOL SCORES*					
% Level 3 plus Level 4	83	82	67		
% Level 4	12	38	18		
Number of students tested	97	99	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 3 plus Level 4	78	72	50		
% Level 4	0	27	6		
Number of students tested	50	33	33		
2. Black					
% Level 3 plus Level 4	73	72	38		
% Level 4	6	15	8		
Number of students tested	15	13	12		
3. Hispanic					
% Level 3 plus Level 4	54	63	61		
% Level 4	0	20	21		
Number of students tested	13	15	14		
4. Asian					
% Level 3 plus Level 4	89	82	64		
% Level 4	11	41	23		
Number of students tested	37	32	30		
5. White					
% Level 3 plus Level 4	94	91	79		
% Level 4	22	62	25		
Number of students tested	32	39	44		
6. Students with Disabilities					
% Level 3 plus Level 4	44	46	20		
% Level 4	0	0	0		
Number of students tested	16	12	12		

English Language Arts Grade_8_ New York State English Language Arts

Edition/Publication Year _____ Publisher McGraw-Hill _____

DISAGGREGATED DATA FOR SUBGROUPS IS NOT AVAILABLE: SCORES ARE NOT AVAILABLE TO MIDDLE SCHOOLS UNTIL AFTER STUDENTS HAVE TRANSFERRED TO HIGH SCHOOL

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January		
SCHOOL SCORES*					
% Level 3 plus Level 4	89	69	67		
% Level 4	22	21	9		
Number of students tested	96	95	97		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 3 plus Level 4	68	55	49		
% Level 4	NA	NA	NA		
Number of students tested	28	29	29		
2. Black					
% Level 3 plus Level 4	46	70	46		
% Level 4	NA	NA	NA		
Number of students tested	13	10	11		
3. Hispanic					
% Level 3 plus Level 4	73	48	78		
% Level 4	NA	NA	NA		
Number of students tested	11	21	9		
4. Asian					
% Level 3 plus Level 4	100	61.3	48		
% Level 4	NA	NA	NA		
Number of students tested	26	30	28		
5. White					
% Level 3 plus Level 4	98	91	80		
% Level 4	NA	NA	NA		
Number of students tested	46	33	50		
6. Students with Disabilities					
% Level 3 plus Level 4	36	31	20		
% Level 4	NA	NA	NA		
Number of students tested	11	13	10		

Mathematics_ Grade__6_____ Test_TEM 2004, 2005, NYState Mathematics Exam 2006

Edition/Publication Year_____ Publisher__McGraw-Hill_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	June	June		
SCHOOL SCORES*					
% Level 3 plus Level 4	96	76	78		
% Level 4	28	31	37		
Number of students tested	97	101	100		
Percent of total students tested	98	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	2	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 3 plus Level 4	95	65	64		
% Level 4	18	15	18		
Number of students tested	39	33	34		
2. Black					
% Level 3 plus Level 4	77	48	46		
% Level 4	8	15	25		
Number of students tested	13	13	12		
3. Hispanic					
% Level 3 plus Level 4	91	55	66		
% Level 4	0	0	29		
Number of students tested	11	14	14		
4. Asian					
% Level 3 plus Level 4	100	89	86		
% Level 4	53	47	67		
Number of students tested	34	32	30		
5. White					
% Level 3 plus Level 4	100	84	86		
% Level 4	21	19	61		
Number of students tested	39	38	44		
6. Students with Disabilities					
% Level 3 plus Level 4	60	33	39		
% Level 4	10	8	17		
Number of students tested	10	12	12		

Mathematics_ Grade__7_____ Test_TEM 2004, 2005, NYState Mathematics Exam 2006

Edition/Publication Year_____ Publisher__McGraw-Hill_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	June	June		
SCHOOL SCORES*					
% Level 3 plus Level 4	80	81	78		
% Level 4	24	34	37		
Number of students tested	97	99	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 3 plus Level 4	74	65	64		
% Level 4	8	18	15		
Number of students tested	50	33	33		
2. Black					
% Level 3 plus Level 4	53	48	46		
% Level 4	0	23	8		
Number of students tested	15	13	12		
3. Hispanic					
% Level 3 plus Level 4	50	55	66		
% Level 4	0	13	21		
Number of students tested	12	15	14		
4. Asian					
% Level 3 plus Level 4	95	89	86		
% Level 4	51	58	40		
Number of students tested	37	31	30		
5. White					
% Level 3 plus Level 4	88	84	86		
% Level 4	24	78	39		
Number of students tested	33	37	44		
6. Students with Disabilities					
% Level 3 plus Level 4	29	34	38		
% Level 4	7	8	0		
Number of students tested	14	12	12		

Mathematics_ Grade_8_____ Test_ NYState Mathematics Exam

Edition/Publication Year_____ Publisher_ McGraw-Hill_____

DISAGGREGATED DATA FOR SUBGROUPS IS NOT AVAILABLE: SCORES ARE NOT AVAILABLE TO MIDDLE SCHOOLS UNTIL AFTER STUDENTS HAVE TRANSFERRED TO HIGH SCHOOL.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	May	May		
SCHOOL SCORES*					
% Level 3 plus Level 4	84	73	83		
% Level 4	19	11	24		
Number of students tested	95	93	97		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Level 3 plus Level 4	71	59	72		
% Level 4	NA	NA	NA		
Number of students tested	28	29	29		
2. Black					
% Level 3 plus Level 4	38	50	55		
% Level 4	NA	NA	NA		
Number of students tested	13	10	11		
3. Hispanic					
% Level 3 plus Level 4	64	60	67		
% Level 4	NA	NA	NA		
Number of students tested	11	20	9		
4. Asian					
% Level 3 plus Level 4	92	83	89		
% Level 4	NA	NA	NA		
Number of students tested	25	30	28		
5. White					
% Level 3 plus Level 4	98	79	90		
% Level 4	NA	NA	NA		
Number of students tested	46	33	49		
6. Students with Disabilities					
% Level 3 plus Level 4	55	25	50		
% Level 4	NA	NA	NA		
Number of students tested	11	12	10		