

PART III: SCHOOL DEMOGRAPHIC DATA – Use demographic data to provide a profile of the school. (Most information can be found on ATS or the School Report Card.)

STUDENT INFORMATION	PERCENT OR NUMBER
Grades served	6 / 7 / 8
Enrollment (total number of students served)	1025
Student Stability (% of enrollment)	96%
Attendance Rate (% of days students attended)	94.5%
Suspensions (number per 1000 students)	31
Percent of economically disadvantaged/ low-income students (eligible for free lunch)	37.9%
Number of general education students	914
Total number of students with disabilities (receiving IEP-mandated services)	180
Number of self-contained special education classes (For high schools: total number, in all subject areas, of special education self-contained classes)	116 students
Number of students in general education classes receiving IEP-mandated services	55
Number of special education students decertified this year	2
Percent of recent immigrants	4%
Number of English language learners (ELL)/ limited English proficient (LEP)	152
Number of bilingual classes	8
Total number of students receiving ESL services	152
Number of ELL/LEP students identified for special education	31
Number of ELL/LEP students attaining English proficiency	2
Number of general education preschool students	NA
Number of special education preschool students	NA
Number of students in temporary housing	NA
Ethnic and gender data (% of enrollment):	
<i>White:</i>	34.8%
<i>Black:</i>	27.2%
<i>Hispanic:</i>	32.3%
<i>Asian and others (includes Pacific Islanders, Alaskan Natives, and Native Americans):</i>	5.7%
<i>Male:</i>	51.3%
<i>Female:</i>	48.7%

STAFF INFORMATION	PERCENT OR NUMBER
Total number of teachers	78
Percent of teachers fully licensed and permanently assigned to the school	100%
Percent of teachers with more than 2 years teaching in this school	73%
Percent of teachers with more than 5 years teaching anywhere	60.3%
Percent of teachers with Masters Degree or higher	77.8%
Average number of days absent	8.1%
Number of administrative/instructional supervisors	3
Number of guidance counselors	2.5
Number of school psychologists	1
Number of social workers	1
Number of educational evaluators	1
Number of speech therapists	3
Number of occupational therapists	1
Number of physical therapists	0
Number of school nurses	2 (<i>Ryan Health</i>)
Number of paraprofessionals providing instructional services	7
Number of paraprofessionals providing non-instructional services, i.e., health, translation, parent involvement	0
Number of family assistants	1
Number of school aides	4
Number of school safety agents	3

PART IV: NEEDS ASSESSMENT – SECTIONS A, B, AND C

PART IV – SECTION A: Analysis of Student Achievement and Program Effectiveness – Using the recommended format which begins on Page 17 in the accompanying *CEP Guide*, conduct a comprehensive review and analysis of student achievement data (school-wide and disaggregated by student subgroup¹) in the areas of English language arts (including ESL, where applicable), native language arts, mathematics, science, social studies, foreign language (for middle and high schools), the arts, physical/health education, and career/technical subjects (for high schools). For each academic area, evaluate the effectiveness of curriculum and instruction (including the provision of AIS), use of technology, library media services, and professional development. In addition, assess the impact of other areas related to student achievement (i.e., student attendance, student support services, parent involvement, school climate, and school facilities). Indicate major findings, and implications for instructional programs. (**Note:** For schools implementing the citywide programs for literacy and mathematics, implications should relate to strategies for the effective implementation of instructional programs to meet school-specific student needs.)

The following are examples of measures or indicators of student performance and school environment that may be reviewed, as part of each school's needs assessment:

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|--|---|
| <input type="checkbox"/> City and State Assessments | <input type="checkbox"/> ATS Reports |
| <input type="checkbox"/> Annual School Report Card | <input type="checkbox"/> DAA School Profile Reports |
| <input type="checkbox"/> NYSESLAT | <input type="checkbox"/> SASS and Title I Annual Analyses |
| <input type="checkbox"/> District/School Benchmark Tests | <input type="checkbox"/> Last Year's CEP |
| <input type="checkbox"/> Unit/Teacher-Made/Grade Level Tests | <input type="checkbox"/> Attendance Rates |
| <input type="checkbox"/> Item Skills Analysis (e.g., Grow Report) | <input type="checkbox"/> Suspension/Incident Rates |
| <input type="checkbox"/> Student Portfolios and Journals | <input type="checkbox"/> Teacher Referrals |
| <input type="checkbox"/> Classroom Performance/Teacher Observations | <input type="checkbox"/> Custodial Records |
| <input type="checkbox"/> Performance Assessment of Schools Systemwide (PASS) | <input type="checkbox"/> Workshop Attendance Records |
| <input type="checkbox"/> LEAP/STEP Reports | <input type="checkbox"/> Student Support Staff Logs |
| <input type="checkbox"/> SED Registration Review Report (SURRE Schools) | <input type="checkbox"/> Graduation Rates |

¹ For all schools, disaggregated student achievement data are available in the areas of English language arts and mathematics for the following student subgroups: general education, ELL/LEP students, students with disabilities, economically disadvantaged, and major ethnic/racial groups, including White, Black, Hispanic, Asian or Pacific Islander, and American Indian/Alaskan Native. Disaggregated student achievement data for science are also available for elementary and middle schools.

PART IV – SECTION A.1: Analysis of Student Achievement
1. ENGLISH LANGUAGE ARTS

Data Sources Reviewed
– Check all that apply:

- NYS/NYC Assessment Results
 District/School Benchmark
 Tests (Type: _____)
 Unit/Teacher-Made/Grade
 Level Tests
 Item Skills Analysis (e.g.,
 Grow Report)

- Student Portfolios
 Journals
 Classroom Performance /Teacher
 Observations
 Other _____

Data Analysis/Findings – ELA:
DELTA: Current Grade Eight

	Level One	Level Two	Level Three	Level Four
7 th Grade Reading	0.5%	2%	39%	58%
6 th Grade Reading	0%	7%	67%	26%

DELTA: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Reading	0%	8%	47%	44%
5 th Grade Reading	0%	6%	38%	62%

DELTA: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Reading	0%	1%	32%	68%

DR. CHARLES DREW: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Reading	32%	55%	13%	0%
5 th Grade Reading	7%	64%	29%	0%

DR. CHARLES DREW: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Reading	8%	65%	25%	2%

MORNINGSIDE HERITAGE: Current Eighth Grade

	Level One	Level Two	Level Three	Level Four
7 th Grade Reading	60%	33%	7%	0%
6 th Grade Reading	28%	64%	8%	0%

15 LEP students in grade seven

6 LEP students in grade six

MORNINGSIDE HERITAGE: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Reading	30%	59%	11%	0%
5 th Grade Reading	27%	51%	22%	0%

11 LEP students in grade six (73% scored level one—27% scored level two)

11 LEP students in grade five

MORNINGSIDE HERITAGE: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Reading	14%	61%	25%	0%

7 LEP students in grade five

*This data does not include students in the International Class or the El Puente (Interrupted Schooling) Class

MANHATTAN VALLEY/VISTA: Current Eighth Grade

Level One	Level Two	Level Three	Level Four
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7 th Grade Reading	90%	10%	0%	0%
6 th Grade Reading	74%	24%	2%	0%

Please note: 49 students were tested in grade seven, and 47 in grade six

MANHATTAN VALLEY/VISTA: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Reading	69%	28%	3%	0%
5 th Grade Reading	66%	31%	3%	0%

Please note: 36 students were tested in grade six and 38 in grade five.

MANHATTAN VALLEY/VISTA: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Reading	80%	0%	20%	0%

Please note: Only 5 students in the sixth grade were tested as fifth graders.

Implications for the Instructional Program:

Delta

For the DELTA Program, the results of the standardized assessments reveal that approximately 95% of the students are performing at or above grade level. These findings are positive and reflect both the high caliber of the program and its students. Further analysis of this data, indicates that over a third of the students in this honors program are performing at grade level, and not above. While it is our goal to increase overall student performances, specific attention will be given to improving the performances of the students scoring below a level four.

The examination of student report cards, attendance records, student portfolios and notebooks through teacher interviews, reveal that overall, students in this program represent motivated, academically oriented, students who are intellectually curious. Their portfolios and notebooks are filled with challenging assignments, completed with thought, dedication and skill. Most students in this program earn a place on the School Honor Roll, and three-fourths of the eighth graders are admitted to one of the Specialized High Schools.

While the DELTA Program is exempt from the Chancellor's Mandated Curriculum, direct instruction in reading and math skills will be provided, as will interim assessments and practice tests in order to assess students' needs and progress. Direct test preparation will be done with the students in order to increase the percentage of students scoring at a level four. Students scoring below level three, will also receive Academic Intervention Services.

Dr. Charles Drew

The results of the New York City ELA and math exams for the students in the Drew program reveal that while there is a group of students performing at grade level, approximately 75% or more of the students fall below a level three. About 50% of the students in the program scored a level two. Overall, this represents a steady pattern of achievement over the last two years. A priority will be to increase the percent of level three students.

Further examination of student performance in this program as indicated by student notebooks and portfolios, report cards, attendance rates and teacher conferences, reveal that significant (over 50%) of the students in the Drew program perform below the standards of the program. A pattern of increasing numbers of students at-risk is evident over two years. Many students perform better on the City assessments than they do on teacher-generated exams and assignments. The ELA and math curriculum follow the Chancellor's Mandated Curriculum. The ELA curriculum is further supported by the Teachers' College Reading and Writing Program.

There are significant issues associated with student conduct, motivation and classroom climate. Disruptive students impede on instructional time, and the number of student who are removed from class because of their disruptive behavior and/or suspension, has increased dramatically. Therefore professional development for staff in utilizing appropriate classroom management techniques is warranted. This professional development will enable teachers to use a variety of skills to promote positive classroom dynamics and improved behavior. Furthermore, an enrichment class will be created on each grade level, which will provide an opportunity for more motivated students to excel, uninterrupted by the behavioral issues of others.

Students in the Drew program receive academic support from SETTS teachers, AIS services, one-on-one tutoring programs and after school academic intervention. There is inadequate parent involvement; often it is merely limited to disciplinary support. Teachers receive professional development and support through the literacy and math coaches and outside organizations.

Increased academic intervention services are needed for these students. Wherever possible, students' needs must be addressed in smaller groups. Direct instruction must be used to help narrow the gap in student knowledge and achievement. Furthermore, transforming the climate of the program must be among the primary goals. We cannot achieve our academic goals without a structured, disciplined and conducive atmosphere across the program and within its classrooms.

Morningside Heritage

The results of the New York City and State assessments in both math and reading reveal that approximately 80% of the students in the Morningside Heritage Program fall below the State Standard (Level 3). Students scoring below level three, are functioning below grade level, as Level Three indicates grade level. A priority of the Morningside Heritage Program will be to increase the level of achievement of all of these students, with significant emphasis and resources to be placed on Level two students in the current sixth and seventh grades. In addition, it is the goal of the program to help these students become towards English proficiency.

Students in the Morningside Heritage Program will continue to receive ten periods of instruction in both ELA and mathematics. It is the goal of this Transitional Bilingual Program to develop the students' proficiency in the English language and to move them into an integrated multicultural program. Attention will be given to the enforcement of the requirements for teaching these students with specific regard to the language of instruction and the use of the native language in the classroom. While students are focusing on the Chancellor's mandated curriculum, intense work will be done with students to focus on basic skills and specific areas of weakness. Teachers and students will be aided by ESL teachers, AIS services and one-to-one tutors. Furthermore, before and after school academic intervention classes will be offered to all students falling below grade level.

Furthermore, a primary goal will be to reduce the number of discipline problems in many of the classes, to ensure the maximum amount of instructional time. In addition, parent involvement programs will be planned to increase parental participation.

Manhattan Valley/VISTA

The results of the New York City ELA and math exams, for the students in the Manhattan Valley Program, reveal that the majority of the students scored far below grade level. A priority will be to increase the percent of level two students.

Further examination of student performance in this program as indicated by student notebooks and portfolios, Report Cards, attendance rates and Teacher conferences, reveal that the students in the program function at varying levels in the classroom as well. The ELA and math teachers strive to follow the Chancellor's Mandated Curriculum. The curriculum is modified dramatically to address the specific learning disabilities of the students. The ELA curriculum is further supported by the Teachers College Reading and Writing Program as well as a literacy coach. The math teachers are supported by the math coach. There are significant issues associated with student conduct and classroom climate.

Students in the Morningside Program have Individualized Education Plans and receive a variety of services within the school building. In addition, AIS services, one-on-one tutoring programs and after school academic intervention are also part of the program. There is inadequate parent involvement. Often, it is merely limited to disciplinary support. Teachers receive professional development and support through the literacy and math coaches and outside organizations.

Increased academic intervention services are needed for these students. Wherever possible, students' needs must be addressed in smaller groups. Direct instruction must be used to help narrow the gap in student knowledge and achievement. Furthermore addressing some of the behavioral challenges of these students must be among the primary goals. In some cases, students must be reevaluated to determine if their needs are being appropriately addressed.

Professional Development sessions in ELA focused on implementing the Readers' and Writers' Workshop Model. Teachers had regular opportunities to observe a lab site and then meet to discuss their observations. A variety of topics related to the workshop model were discussed. Teachers who attended the Calendar Day sessions at Teachers College were able to turn-key the information for the other teachers. In addition, some Professional Development focused on Understanding By Design. In order to provide effective Professional Development, the administration along with Professional Development Committee will identify key areas of need as evident by classroom observations and visitations and through discussions with the Coaches and teachers. While there will be training which applies to all

programs, topics will also emerge which are program and/or subject specific. For example, "Launching the Workshop" would not apply to the teachers in the Delta Program. They would benefit more from topics such as "Making a Good Reader An Excellent Reader."

PART IV – SECTION A.1: Analysis of Student Achievement
2. MATHEMATICS

Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/>	NYS/NYC Assessment Results	<input type="checkbox"/>	Student Portfolios
	<input type="checkbox"/>	District/School Benchmark Tests (Type: _____)	<input type="checkbox"/>	Journals
	<input checked="" type="checkbox"/>	Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/>	Classroom Performance /Teacher Observations
	<input type="checkbox"/>	Item Skills Analysis (e.g., Grow Report)	<input type="checkbox"/>	Other _____

Data Analysis/Findings – Math:
DELTA: Current Grade Eight

	Level One	Level Two	Level Three	Level Four
7 th Grade Math	0%	6%	35%	58%
6 th Grade Math	0%	5%	44%	51%

DELTA: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Math	0%	6%	38%	56%
5 th Grade Math	0%	4%	23%	73%

DELTA: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Math	0%	2%	24%	74%

DR. CHARLES DREW: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Math	19%	66%	16%	0%
5 th Grade Math	38%	48%	13%	1%

DR. CHARLES DREW: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Math	31%	49%	16%	4%

MORNINGSIDE HERITAGE: Current Eighth Grade

	Level One	Level Two	Level Three	Level Four
7 th Grade Math	58%	33%	9%	0%
6 th Grade Math	55%	39%	4%	2%

15 LEP students in grade seven

6 LEP students in grade six

MORNINGSIDE HERITAGE: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Math	27%	52%	14%	7%
5 th Grade Math	38%	40%	18%	4%

11 LEP students in grade six (73% scored level one—27% scored level two)

11 LEP students in grade five

MORNINGSIDE HERITAGE: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Math	42%	34%	23%	2%

7 LEP students in grade five

*This data does not include students in the International Class or the El Puente (Interrupted Schooling) Class

MANHATTAN VALLEY/VISTA: Current Eighth Grade

	Level One	Level Two	Level Three	Level Four
7 th Grade Math	82%	18%	0%	0%
6 th Grade Math	85%	15%	0%	0%

Please note: 49 students were tested in grade seven, and 47 in grade six

MANHATTAN VALLEY/VISTA: Current Seventh Grade

	Level One	Level Two	Level Three	Level Four
6 th Grade Math	83%	14%	3%	0%
5 th Grade Math	89%	8%	3%	0%

Please note: 36 students were tested in grade six and 38 in grade five.

MANHATTAN VALLEY/VISTA: Current Six Grade

	Level One	Level Two	Level Three	Level Four
5 th Grade Math	83%	0%	17%	0%

Please note: Only 5 students in the sixth grade were tested as fifth graders.

Implications for the Instructional Program:

Delta

For the DELTA Program, the results of the standardized assessments reveal that approximately 95% of the students are performing at or above grade level. These findings are positive and reflect both the high caliber of the program and its students. Further analysis of this data, indicates that over a third of the students in this honors program are performing at grade level, and not above. While it is our goal to increase overall student performances, specific attention will be given to improving the performances of the students scoring below a level four.

The examination of student report cards, attendance records, student portfolios and notebooks through teacher interviews, reveal that overall, students in this program represent motivated, academically oriented, students who are intellectually curious. Their portfolios and notebooks are filled with challenging assignments, completed with thought, dedication and skill. Most students in this program earn a place on the School Honor Roll, and three-fourths of the eighth graders are admitted to one of the Specialized High Schools.

While the DELTA Program is exempt from the Chancellor's Mandated Curriculum, direct instruction in reading and math skills will be provided, as will interim assessments and practice tests in order to assess students' needs and progress. Direct test preparation will be done with the students in order to increase the percentage of students scoring at a level four. Students scoring below level three, will also receive Academic Intervention Services.

Dr. Charles Drew

The results of the New York City ELA and math exams for the students in the Drew program reveal that while there is a group of students performing at grade level, approximately 75% or more of the students fall below a level three. About 50% of the students in the program scored a level two. Overall, this represents a steady pattern of achievement over the last two years. A priority will be to increase the percent of level two students.

Further examination of student performance in this program as indicated by student notebooks and portfolios, report cards, attendance rates and teacher conferences, reveal that significant (over 50%) of the students in the Drew program perform below the standards of the program. A pattern of increasing numbers of students at-risk is evident over two years. Many students perform better on the City assessments than they do on teacher-generated exams and assignments. The ELA and math curriculum follow the Chancellor's Mandated Curriculum. The ELA curriculum is further supported by the Teachers' College Reading and Writing Program. There are significant issues associated with student conduct and classroom climate. Disruptive students impede on instructional time, and the number of student who are removed from class because of their disruptive behavior and/or suspension, has increased dramatically.

Students in the Drew program receive academic support from SETTS teachers (mandated students), AIS services (Levels 1 and 2), one-on-one tutoring programs and after school academic intervention. There is inadequate parent involvement; often it is merely limited to disciplinary support. Teachers receive professional development and support through the literacy and math coaches and outside organizations.

Increased academic intervention services are needed for these students. Wherever possible, students' needs must be addressed in smaller groups. Direct instruction must be used to help narrow the gap in student knowledge and achievement. Furthermore, transforming the climate of the program must be among the primary goals. We cannot achieve our academic goals without a structured, disciplined and conducive atmosphere across the program and within its classrooms.

Morningside Heritage

The results of the New York City and State assessments in both math and reading reveal that approximately 80% of the students in the Morningside Heritage Program fall below the State Standard (Level 3). Students scoring below level three, are functioning below grade level, as Level Three indicates grade level. A priority of the Morningside Heritage Program will be to increase the level of achievement of all of these students, with significant emphasis and resources to be placed on Level two students in the current sixth and seventh grades.

Students in the Morningside Heritage Program will continue to receive ten periods of instruction in both ELA and mathematics. While students are focusing on the Chancellor's mandated curriculum, intense work will be done with students to focus on basic skills and specific areas of weakness. Teachers and students will be aided by ESL teachers, AIS services and one-on-one tutors. Furthermore, before and after school academic intervention classes will be offered to all students falling below grade level.

Furthermore, a primary goal will be to reduce the number of discipline problems in many of the classes, to ensure the maximum amount of instructional time. In addition, parent involvement programs will be planned to increase parental participation.

Manhattan Valley/VISTA

The results of the New York City ELA and math exams, for the students in the Manhattan Valley Program, reveal that the majority of the students scored far below grade level. A priority will be to increase the percent of level two students.

Further examination of student performance in this program as indicated by student notebooks and portfolios, Report Cards, attendance rates and Teacher conferences, reveal that the students in the program function at varying levels in the classroom as well. The ELA and math teachers strive to follow the Chancellor's Mandated Curriculum. The curriculum is modified dramatically to address the specific learning disabilities of the students. The ELA curriculum is further supported by the Teachers College Reading and Writing Program as well as a literacy coach. The math teachers are supported by the math coach. There are significant issues associated with student conduct and classroom climate.

Students in the Morningside Program have Individualized Education Plans and receive a variety of services within the school building. In addition, AIS services, one-on-one tutoring programs and after school academic intervention are also part of the program. There is inadequate parent involvement. Often, it is merely limited to disciplinary support. Teachers receive professional development and support through the literacy and math coaches and outside organizations.

Increased academic intervention services are needed for these students. Wherever possible, students' needs must be addressed in smaller groups. Direct instruction must be used to help narrow the gap in student knowledge and achievement. Furthermore addressing some of the behavioral challenges of these students must be among the primary goals. In some cases, students must be reevaluated to determine if their needs are being appropriately addressed.

The Professional Development focused on the implementation of the Impact Curriculum, the organization of the workshop model in the mathematics classroom, the use of manipulatives in constructing knowledge in addition to test preparation and other related topics. In order to provide effective Professional Development, the administration along with Professional Development Committee will identify key areas of need as evident by classroom observations and visitations and through discussions with the Coaches and teachers. While there will be training which applies to all programs, topics will also emerge which are program and/or subject specific. As the curriculum expands to the eighth grade, a challenge will be to provide support to those teachers who will encounter a new curriculum for the first time.

PART IV – SECTION A.1: Analysis of Student Achievement

3. SCIENCE

Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/> NYS Assessment Results (From School Report Card)	<input type="checkbox"/> Student Portfolios (Subject(s): _____) <input checked="" type="checkbox"/> Lab
	<input checked="" type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Books/Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
		<input type="checkbox"/> Other _____

Data Analysis/Findings – Science:

The students in grade 6 and 7 receive a comprehensive Life Science, Physical Science, and Health Education curriculum using the New York City and New York State Learning Standards for science. Our data is based on report card achievement scores and evaluation of student work which includes science labs and projects. Approximately 75% of the current students have achieved a score of 80% and above in science. Next year we will have eighth grade Science exam scores in the Charles Drew Program to use as an evaluation for this program.

Students are also assessed by the state in a cumulative two part exam in the eighth grade. The Performance Index for the 8th grade Science Exam for last year’s MS 54 students was 142, which exceeds the State Standard required score of 100. Students in grades six and seven are assessed through teacher-made assessments, lab books and classroom performance. In addition, every student is required to participate in the Science Fair using a school designed rubric that follows the scientific method, and meets the requirements of the New York City eighth grade exit project. Eighth grade students who took the Earth Science Regents passed at a rate of 95%

Implications for the Instructional Program:

MS 54 will continue to follow the mandated three year curriculum with emphasis on critical thinking skills, hands-on experiences and the scientific method. Students are required to maintain a lab book, to participate in regular laboratory assignments and coordinated field trips, to complete a project for the Science Fair, and to achieve the requirements of their individual teachers. Students will be exposed to life, physical and earth science. Students in the Delta program will continue to take the Earth Science Regent Exam in grade eight.

Professional Development topics will emerge from classroom and teacher observations and walkthroughs, areas identified by the science teachers and through conversations the Professional Development team has with teachers of science. Where relevant and possible, the teachers will take advantage of activities offered by the Regional Science Coordinator and his staff.

PART IV – SECTION A.1: Analysis of Student Achievement

4. SOCIAL STUDIES

Data Sources Reviewed – Check all that apply:	<input type="checkbox"/> NYS Assessment Results	<input checked="" type="checkbox"/> Student Portfolios (Subject(s): _____)
	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
		<input type="checkbox"/> Other _____

Data Analysis/Findings – Social Studies:

Although the majority of the students at MS 54 have achieved satisfactory subject grades in Social Studies, the students in the Drew, Morningside Heritage and Manhattan Valley Programs have received only a limited amount of Social Studies during the 2004-2005 academic year, as more attention was given to the Literacy program.

Implications for the Instructional Program:

Students in the Delta Program will continue to take Humanities, interdisciplinary English, Social Studies and the Arts program. The Humanities curriculum is driven by the Social Studies curriculum. The 6th and 7th grade New York State and New York City Core Social Studies Curriculum objectives will be followed to ensure that students will be prepared for the 8th grade Social Studies Exam. In addition, students will be required to complete a Social Studies exit project. Sixth graders study world cultures and seventh and eighth graders study American history. Students in the Drew, Morningside Heritage and Manhattan Valley Programs will receive discrete Social Studies periods next year instead of an integrated Language Arts/Social Studies program. The rationale for making this change is to ensure that students receive instruction in this area, instead of leaving it in the hands of the Language Arts teachers and their ability to effectively integrate it into a reading and writing curriculum. Social Studies instruction will not only focus on major trends in world and American history, but also in teaching students to read and analyze a variety of primary and secondary sources, to question and state their opinions and to research and write an original paper.

Professional Development in the field of Social Studies will focus on helping teachers infuse Social Studies back into the regular curriculum. Emphasis will be placed on helping to establish a framework in which the students can view the world around them. Observations, walkthroughs, and discussions with teachers will constitute the needs assessment. Teachers in the Delta Program will take advantage of Professional Development activities offered by other agencies as well, including Symphony Space and Constitution Works.

PART IV – SECTION A.1: Analysis of Student Achievement
5. FOREIGN LANGUAGE (For Middle Schools and High Schools Only)

Data Sources Reviewed <i>– Check all that apply:</i>	<input checked="" type="checkbox"/> NYS Assessment Results	<input type="checkbox"/> Student Portfolios (Subject(s): _____)
	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
		<input type="checkbox"/> Other _____

Data Analysis/Findings – Foreign Language:

Students in the Delta Honors Program are assessed at the end of the eighth grade in the Proficiency exams. Students take exams in Spanish, French and Latin.

In addition, there are a few select students in other programs, including Morningside Heritage, who take the Spanish Proficiency exam in grade eight.

Implications for the Instructional Program:

Students in the Delta Program will continue to take a 13-week survey of three languages – Spanish, French and Latin in grade six. At the end of the year, sixth graders will be given an opportunity to choose a language to study for grades seven and eight. In grades seven and eight, they will take foreign language for three periods a week. At the end of grade eight, all students in the Delta Program will take the New York State Language Proficiency Examination.

To date the Charles Drew 6th and 7th grade students do not have foreign language. Several students participated in the French club and did exceptionally well.

As a program the Foreign Language requirement for middle school students as outlined in the state curriculum mandates will be given in the eighth grade to the students in the Manhattan Valley/VISTA, Charles Drew and Morningside Heritage programs.

A Needs Assessment to identify topics for Professional Development will be conducted through classroom observations and walkthroughs and conversations with the teachers. A Professional Development Plan will be developed by the Professional Development Committee to meet these needs. To whatever extent possible, the school will take advantage of the Professional Development opportunities offered by the Region.

PART IV – SECTION A.1: Analysis of Student Achievement

6. THE ARTS

Data Sources Reviewed – Check all that apply:	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input type="checkbox"/> Student Portfolios (Subject(s): _____)	<input checked="" type="checkbox"/> Other - <u>Student Preferences</u>

Data Analysis/Findings – The Arts:

Students at MS 54 are exposed to art and music during their three years in middle school. Students have the opportunity to participate in a music survey in the sixth grade. They spend a third of the year, in each of the three music classes. During the 2005-2006 school year, students will be offered chorus, band and strings. At the end of the sixth grade, students in the Delta program will be given the opportunity to choose an area in which to focus for the coming two years. Students have had an opportunity to take art as a distinct class either in sixth or seventh grade.

Implications for the Instructional Program:

A priority at MS 54 will continue to be exposing the students to both fine arts and music. Given the limited interest in the percussion program and the greater budget constraints of the school, percussion will cease to exist as a separate choice for music. Instead, students will have the option of taking chorus, band or strings. Students will again be given a survey in grade six and the option of choosing an area for specialization in grades seven and eight.

Fine arts have always been a popular choice among students in the music elective. Students will continue to be given the option of taking art instead of music.

The School of Visual Arts will work with students in the Morningside Heritage Program during the school day in order to integrate arts into the curriculum. Furthermore, through their after school programs, the School of Visual Arts will supplement the arts program.

A Needs Assessment to identify topics for Professional Development will be conducted through classroom observations and walkthroughs and conversations with the teachers. A Professional Development Plan will be developed by the Professional Development Committee to meet these needs. To whatever extent possible, the school will take advantage of the Professional Development opportunities offered by the Region.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement (FOR ALL SCHOOLS)

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school’s analysis of the data, and the implications for the instructional program.

1. CURRICULUM AND INSTRUCTION

Data Sources Reviewed – Check all that apply:	<input type="checkbox"/> PASS Review	<input type="checkbox"/> Surveys/Questionnaires
	<input type="checkbox"/> District Assessment	<input checked="" type="checkbox"/> Other - <u>Teacher observations, Walk-Throughs, Learning Walks, Professional Development</u>
	<input type="checkbox"/> Registration Review Report	

Data Analysis/Findings:

MS 54 is fortunate to have many trained and experienced educators. The majority of the teachers have formal training in instruction and curriculum development. They have benefited from student teaching experiences and mentor experiences. In addition, many of the teachers are highly experienced and have taught for over ten years. The level of teacher proficiency varies from teacher to teacher, although all programs are blessed with exceptional teachers and all have teachers who need additional assistance in preparing materials, facilitating lessons and monitoring student achievement.

Implications for the Instructional Program:

The teachers mandated to teach the Chancellor's Curriculum have demonstrated the need for additional training in using the workshop model. Both teachers of Math and Language Arts have received professional development and have benefited from the assistance of the coaches, yet they need additional help in planning for and implementing the workshop model in their classroom. They need help tailoring the program to the needs of their students.

Teachers have also demonstrated a need for additional training in classroom management and differentiated instruction.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school's analysis of the data, and the implications for the instructional program.

2. USE OF TECHNOLOGY

Data Sources Reviewed –

Check all that apply:

PASS Review
 District Assessment
 Registration Review Report
 Surveys/Questionnaires

Student Work Folders/Portfolios
 Other – Discussions with Teachers, Student Work Folders

Data Analysis/Findings:

Student levels of proficiency in terms of computer literacy, varies greatly from one student to another. The extent to which technology is integrated into the classroom is currently dependent on the comfort level of the classroom teacher with technology. Some of this is influenced by the students' access to computers outside the school.

Implications for the Instructional Program:

It is our goal for the coming school year, to systematically provide all students with instruction in order to make them computer literate. Furthermore, by providing them with opportunities to use the computer laboratories and computer equipment in the school building, we can increase computer literacy. Teachers will be encouraged to find these opportunities for the students. This can be done in a variety of ways. Language Arts, Humanities and social studies teachers can use the laboratories and laptops in the building to aid students in research and writing assignments. Math teachers will be trained to use the on-line supplementary resources in order to augment student achievement. Given the variety of resources available on-line and on CDs, all subject teachers can find appropriate and creative ways to supplement their curriculum. Training will be given to teachers to ensure that they are computer literate.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school's analysis of the data, and the implications for the instructional program.

3. LIBRARY MEDIA SERVICES

Data Sources Reviewed –

Check all that apply:

PASS Review
 District Assessment
 Registration Review Report
 Scheduling/Open Access Utilization

Circulation Records for Students/Staff
 Surveys/Questionnaires
 Other – Student Work Samples, Attendance/Sign-In Logs

Data Analysis/Findings:

The MS 54 Library operates on a fully flexible schedule, open daily from 7:15 A.M. until 3 PM; on Tuesdays and Thursdays the library remains open till 4 PM. The library is open early lunch Monday and Wednesday and late lunch Tuesday and Thursday. On Fridays, the library is scheduled for small group science activities. Students may come throughout the day with a pass from their teacher for book circulation, research and quiet reading. Teachers may schedule whole class or small group activities in collaboration with the librarian. Student celebrations are held in the library during school hours including author visits, student publishing parties, art and science displays. With the proliferation of standardized tests, the library is frequently used as a testing site, limiting access to students. The library is also closed when the librarian is attending regional or central library and technology meetings. In the past year, circulation of materials has dropped nearly 30 %, due in part to the increased access to and use of the internet on library computers, the availability of classroom library collections and the limitation of social studies research from several programs. The library presently serves as a center for distribution of AV equipment, supplying teachers with digital still and video cameras, TV/VRC, TV/DVD, LCD projectors, and laptops. Students are also increasingly using library computers, programs, and special tools to produce final products including reports, PowerPoint, digital images, and videos. The current library space is inadequate for the many students and teachers who wish to use the library for

research, technology and independent reading. The library collection is inadequate to meet the needs of students and teachers.

Implications for the Instructional Program:

The proposed library expansion scheduled for this summer will provide additional library space to support student learning and teacher planning. All students need access to the central library, before, during and after school. Additional efforts will be made to keep the library open during all lunch periods, when the librarian is at workshops or training, and to schedule spaces other than the library for standardized tests. As students are using more technology, and need additional instruction in the classroom, technology lab, and library to use the new media more effectively, the Technology Committee will study the most effective place for delivery of this training and work on a scope and sequence for technology in cooperation with the librarian and classroom teachers. Teachers also need exposure to many new curriculum resources and technology tools. It is our goal to provide after school and lunch time staff development, as well as online tutorials, for teachers so they can better support their students. The enhanced focus on the Social Studies program will provide additional opportunities for collaborative projects including research, reading and writing in the content area. In addition, we will determine how library resources can best be integrated into the Literacy program. The library will also continue to be a focus for grant writing and fund raising.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school’s analysis of the data, and the implications for the instructional program.

4. PROFESSIONAL DEVELOPMENT

Data Sources Reviewed –
Check all that apply:

- PASS Review
- District Assessment
- Registration Review Report

- Formal/Informal Observations
- Surveys/Questionnaires
- Other – Discussion with Teachers, Professional Development Planning Committee

Data Analysis/Findings:

Implications for the Instructional Program:

The professional development opportunities will continue to focus on the implementation of the Chancellor’s Mandated Curriculum in both Language Arts and math. The use of the workshop model will be emphasized, as will the assembly of lesson plans on each topic.

Furthermore, professional development will also focus on improving reading and math scores across all programs and developing specific, targeted strategies for direct instruction in reading.

A goal for the coming school year is to expand the Professional Development Committee in order to incorporate a larger segment of the school population and to better serve the needs and desires of the teachers in terms of their own professional development. Furthermore, all teachers in all subjects and programs must receive meaningful opportunities for professional development. It is our desire as well, to implement a system whereby teachers can lead workshops for each other, identify the areas most in need of professional development and continue their work from one session to another.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school’s analysis of the data, and the implications for the instructional program.

5. STUDENT ATTENDANCE

Data Sources Reviewed – <i>Check all that apply:</i>	<input type="checkbox"/> ATS Reports	<input type="checkbox"/> Logs of Guidance and Auxiliary Staff
	<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> Other

Data Analysis/Findings:

Below are the Attendance and Student Stability percentage statistics for a three-year period.

Attendance:	Student Stability
2003 = 94.2%	2003 = 97.1%
2002 = 94.0%	2002 = 95.2%
2001 = 93.3%	2001 = 96.7%

Implications for the Instructional Program:

The Attendance statistics show that the percentage of days students attended school was consistently higher with each passing year, as well as above the attendance statistics of similar and city schools each year. The percentage of student enrollment (student stability), has shown improvement over the past years, and has consistently been above the percentage of enrollment for both schools similar to us as well as city schools statistics.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school’s analysis of the data, and the implications for the instructional program.

6. STUDENT SUPPORT SERVICES

Data Sources Reviewed – <i>Check all that apply:</i>	<input type="checkbox"/> PASS Review	<input type="checkbox"/> School Report Card
	<input type="checkbox"/> District Assessment	<input checked="" type="checkbox"/> Logs of Guidance and Auxiliary Staff
	<input type="checkbox"/> Registration Review Report	<input type="checkbox"/> Surveys/Questionnaires
	<input type="checkbox"/> ATS Reports	<input type="checkbox"/> Other

Data Analysis/Findings:

Implications for the Educational Program:

Our 2 full-time and 1 half-time guidance counselors are required to see a case load of approximately 60 mandated counseling cases each, according to their Individualized Education Plan prescriptions. In addition, they are responsible for the following duties and responsibilities for the general education population and non-mandated special education population. This comprises an additional 900 students. These responsibilities include: Reporting of Mandated ACS Cases; Crisis Intervention (suicidal/homicidal ideation, pregnancy and sexual harassment); High School Articulation; Attendance Intervention Drop-out Prevention; At-risk/High-risk Cases; Classroom Guidance; Staff Consultation; Student Observation; Parent Conferences; Agency Conferences; Counseling Referrals.

High School Articulation is an intensive year-long process requiring strict adherence to the High School Admissions Calendar deadlines. Due to the necessity of adhering to this calendar, there are peak periods of time when the Counselors can only focus on this process. During those times, only 8th grade mandated counseling students are served, in addition to the general 8th grade students. At this time, the rest of the school population is seen only for emergencies. Only licensed school counselors may serve mandated students. Also, only licensed school counselors

may conduct high school articulation, due to the necessity of conducting career counseling, and an integral part of the high school process.

While many of the students who are in need of Academic Intervention are also students who are mandated to receive guidance. For those who are not, we currently only offer guidance services to them either before or after school. We have a sizable bilingual and at-risk student population. As MS 54 Guidance counselors generally handle 250-300 8th graders who articulate to high school yearly, as the school year progresses, their mandated case loads grow. In order to reach our school goals and properly service the students, we need to increase the number of guidance counselors.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school's analysis of the data, and the implications for the instructional program.

7. PARENT INVOLVEMENT

Data Sources

Reviewed – *Check all that apply:*

- PASS Review
 District Assessment
 Attendance Records at Meetings, Workshops, etc.

- Registration Review Report
 Surveys/Questionnaires
 Other

Data Analysis/Findings:

Fundraising events: Workshops, Grants Committee, Safety Committee, Parent Safety Walk, etc.

Implications for the Educational Program:

It is part of our mission at Booker T. Washington to actively engage parents in the educational and social development of our students. It is our belief that when parents are involved in their child's school, the child will perform at a higher level. We have an active PTA, which holds numerous fundraising events during the school year. The 2004-2005 events were as follows: Back-to-School Barbeque; Magazine and Gift Wrap Drive; Capital Fund Drive; Bake Sales at Parent-Teacher Conferences; Concerts (including the Pizzarelli concert), Spring Auction.

The PTA also has subcommittees that have taken a strong leadership role this year. The Grant Committee is made up of 12 parents, the Parent Coordinator and the school Librarian. They are actively applying for grants to enhance our music, science and after school programs. The Safety Committee initiated a Parent Safety Walk every day at dismissal to provide extra security for our students on their way home from school. The Website Committee developed a website for our school.

The Parent Coordinator has held the following workshops this year for parents: Math Workshop; Literacy Workshop; Financial Planning for College Workshop.

Approximately 50% of our homeroom classes have a Class Parent who is responsible for communicating important information to the parents of the class from the teachers and the administration. It is our goal to have 100% of our homerooms with a Class Parent in the 2005-2006 school year.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school's analysis of the data, and the implications for the instructional program.

8. SCHOOL CLIMATE

Data Sources Reviewed – <i>Check all that apply:</i>	<input type="checkbox"/>	PASS Review	<input checked="" type="checkbox"/>	Surveys/Questionnaires
	<input type="checkbox"/>	District Assessment	<input checked="" type="checkbox"/>	School Report Card
	<input type="checkbox"/>	Registration Review Report	<input checked="" type="checkbox"/>	Other – <u>Observations, Teacher Anecdotes, Meetings, Class Removals</u>
	<input checked="" type="checkbox"/>	Suspension Rates/Incident		

Data Analysis/Findings:

While overall, MS 54 is a safe and orderly school, there are a small handful of students who disregard the school-wide and city-wide Code of Conduct. An analysis of the data sources above reveal that MS 54 is plagued by students who regularly violate the school Code of Conduct. These students disrupt classes, exhibit disrespectful behavior and at times involve themselves in physical confrontations with other students. These students have been faced with either Student Removals or Principal's Suspensions. There have been also been students whose behavior warranted a Superintendent's Suspension during the course of the year. Their infractions represent more serious ones including assault, weapon possession and threatening violence.

Implications for the Educational Program:

The importance of an orderly and safe school cannot be underestimated. School tone directly affects the ability of students to focus on academics, to take advantage of instruction and to reach their potential. Students who continually interrupt the educational process with disruptive behavior prevent themselves and others from achieving to the extent that they can and should be expected to do so.

MS 54 is committed to holding students accountable for their behavior and the choices they make. We will strive to recognize and reward students, in greater numbers, who make the correct choices. The coming year will also see the institution of a SAVE Room and an increase in consequences for students who are disruptive.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school's analysis of the data, and the implications for the instructional program.

9. SCHOOL FACILITIES

Data Sources Reviewed – <i>Check all that apply:</i>	<input type="checkbox"/>	PASS Review	<input checked="" type="checkbox"/>	Custodial Records (i.e., work orders, etc.)
	<input type="checkbox"/>	District Assessment	<input checked="" type="checkbox"/>	Surveys/Questionnaires
	<input type="checkbox"/>	Registration Review Report	<input checked="" type="checkbox"/>	Other – <u>Work Orders through the School Construction Authority</u>
	<input type="checkbox"/>	Building Utilization Rate		
	<input type="checkbox"/>	School Report Card		

Data Analysis/Findings:

The school building is 55 years old. Although both the inside and the outside are kept clean and in a general state of good repair, there is work to be done in the building.

The School Construction Authority will begin a project in the next few weeks which includes the instillation of a new boiler, the updating of all electrical work in the building, the public address system, the replacement of all the floor tiles and the asbestos underneath, the pointing of the bricks and then the repair of the gym and auditorium ceiling and the gym locker room. Furthermore, the outside yard (the Parks Department's property) will most likely be redone during the course of the year. It is their desire to transform the adjacent park into a basketball facility. In addition, the library expansion program is scheduled to begin before the beginning of the next school year as well

Implications for the Educational Program:

While these work plans will result in the improvement of the facilities in the long run, the process of construction could be very disruptive to the school program. Provisions must be made wherever possible to limit the disruption to instructional activities.

PART IV – SECTION A-2: Analysis of Other Areas Related to Student Achievement – On the charts below, indicate the data sources which were reviewed to determine school strengths and weaknesses in each specified area, your school's analysis of the data, and the implications for the instructional program.

10. GRADUATION RATES

Data Sources Reviewed – <i>Check all</i> <i>that apply:</i>	<input checked="" type="checkbox"/> ATS Reports	<input type="checkbox"/> Cohort Performance
	<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> Other

Data Analysis/Findings:

Below are the number of MS 54 graduates accepted to the Specialized High Schools in New York City.

Stuyvesant High School, New York, NY	Accepted <u>30</u>
Bronx High School of Science, Bronx, NY	Accepted <u>46</u>
Brooklyn Technical, Brooklyn, NY	Accepted <u>6</u>
Math & Engineering @ City College, NY, NY	Accepted <u>13</u>
American Studies @ Lehman College, Bronx, NY	Accepted <u>17</u>
LaGuardia High School, New York, NY	Accepted <u>31</u>

Implications for the Educational Program:

At MS 54, 100% of our 8th graders are promoted to high school by the end of August.