



2000-2001 ANNUAL SCHOOL REPORT

District 10

M.S. 45

THOMAS C. GIORDANO SCHOOL

New York City Public Schools
Harold O. Levy, Chancellor

Grade Levels: 6 through 8

Mission Statement

We seek to create a safe and secure environment where students and teachers can learn together. In partnerships with school, parents and community, we seek to foster an educational program that encourages our students to strive toward their full potential in all academic areas. We recognize as a fundamental principle that the relationship and interaction between teacher and student is key to the teaching and learning process. We seek in our vision to develop healthy, responsible and productive citizens who have an appreciation for the world, the diversity of its people and its environment. This will be done within a framework of mini-schools and teams of teachers who will remain with the children throughout their three years at M.S. 45.

Principal's Statement

Thomas C. Giordano Middle School 45 is located in the Belmont section of the Bronx. Our school opened in 1913 and has a long and proud history and tradition of service to our community. Our founding principal was Dr. Angelo Patri, a distinguished educator and humanitarian who set the standards for M.S. 45 in the years 1913 to 1944. M.S. 45 served our community throughout the Twentieth Century, always carrying on its mission of educating and caring for its young people in prosperity, in depression and in war. We continue that mission today. Our building and our staff will continue to stand and serve as a symbol of stability, care and love for our community.

Special Academic Programs

At MS 45 students are involved in Music, Giordano Prep and Aurora, advanced honors science & math programs. After school there are programs with Fordham U., high school credit classes, math and science institute, Project Success, Roosevelt H.S. Connection, Saturday Academy & Junior Fellows Program.

Extracurricular Activities

During the 2001-2002 school year MS 45's non-academic activities included: A competitive chess team; a debate team; school newspaper; an annual yearbook; clubs (basketball, sewing, cooking, weather, garden, environment) and intramurals.

Community Support

Bronx River Restoration, Italian-American Alliance for Education, Fordham University, NY Public Library, NYC Dept. of Parks and Recreation, National Chess Foundation, Bronx Zoo, Bronx Botanical Gardens, AIDP program, and Beacon Pius XII.

Parent/School Support

Parent participation on the School Leadership Team. We recognize community and school are integral to one another with each supporting the other.



STUDENTS

Enrollment (October 31)

	1999	2000	2001
Grade 6	457	409	411
Grade 7	518	545	504
Grade 8	477	488	517
Ungraded	125	130	106

Total	1577	1572	1538
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Special Education Enrollment

Full-Time	125	130	106
Part-Time	86	110	115

These students are included in the enrollment information above.

English Language Learners Enrollment

	1999	2000	2001
	437	388	327

These students are included in the general and special education enrollment information above.

Ethnicity and Gender

Percent of enrollment	This school	Similar schools	City schools
White	6.9	2.0	16.1
Black	18.3	32.8	34.2
Hispanic	70.0	60.7	37.6
Asian and others*	4.8	4.6	12.1
Male	47.0	51.5	51.1
Female	53.0	48.5	48.9

* Others include Pacific Islanders, Alaskan Natives, and Native Americans.

Recent Immigrants*

Percent of enrollment	1999	2000	2001
This school	8.2	5.9	5.4
Similar schools	7.6	6.6	6.5
City schools	7.6	7.2	7.2

* Students enrolled as of Oct. 31, 2000 who immigrated to the U.S. within the last three years

Recent Immigrants' Place of Birth

Percent of enrollment	2001
DOMINICAN REPUBLIC	1.1
YUGOSLAVIA	0.8
MEXICO	0.5

Attendance

Percent of days students attended

	2000	2001
This school	91.4	90.5
Similar schools	89.7	89.3
City schools	91.3	91.1

Eligible for Free Lunch

Percent of enrollment

	1999	2000	2001
This school	92.2	92.2	92.2
Similar schools	90.6	91.4	88.5
City schools	71.4	70.6	69.2

Suspensions

Number per 1,000 students*

	2000	2001
This school	14.0	13.7
Similar schools	83.5	81.5
City schools	83.0	85.6

* Includes multiple occurrences for the same students.

Involved in Police Department Incidents in 2001

Number per 1,000 students

	Major Crimes	Other Crimes	Total Incidents
This school	20.2	50.1	71.5
Similar schools	357.0	2932.0	3075.0
City schools	28.5	220.7	232.1

Admission to Other Schools in September 2000

School Name	Boro	District	School Number	Leavers* Number	Percent
HS 435 THEODORE ROOSEVE	B	72	435	73	14.7
HS 425 EVANDER CHILDS HS	B	72	425	58	11.6
HS 440 DEWITT CLINTON H/S	B	72	440	48	9.6

* Leavers are students who left their school for any reason.

Throughout this report, Similar Schools are defined as those having a similar percent of students eligible for the Free Lunch Program, a similar percent of tested special education students, and a similar percent of English Language Learners.

Throughout this report, City Schools refers to all middle schools in New York City.

Throughout this report, 1999, 2000 and 2001 refer to the 1998-1999, 1999-2000 and 2000-2001 school years.

SCHOOL CHARACTERISTICS

NUMBER OF STAFF

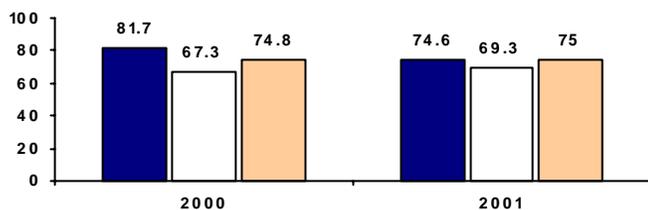
	1999	2000	2001
Teachers	102	109	118
Administrators and other professionals	14	16	16
Educational para professionals	9	10	9

Includes all full-time and part-time staff

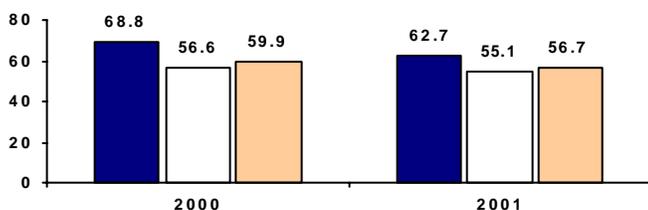
TEACHERS

■ This school □ Similar schools ■ City schools

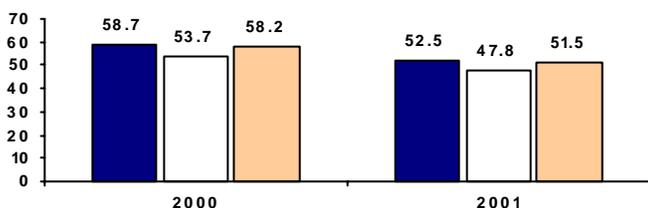
Percent Fully Licensed and Permanently Assigned to This School



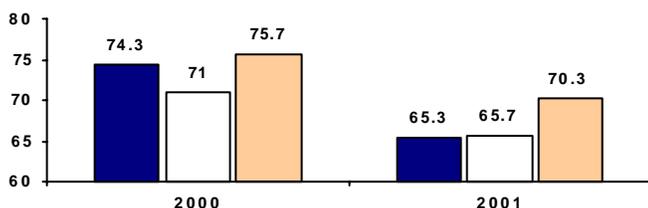
Percent More Than Two Years Teaching in This School



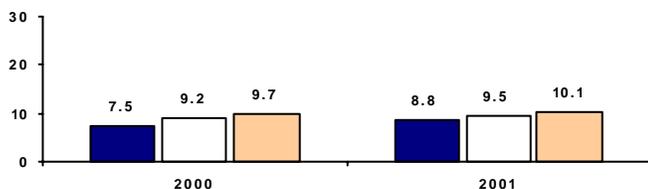
Percent More Than Five Years Teaching Anywhere



Percent Masters Degree or Higher



Average Days Absent



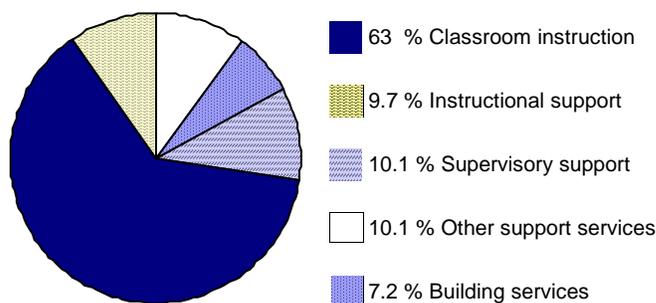
SCHOOL EXPENDITURES

Average Spending Per Student (Direct Services Only)

	1999	2000	2001
This school	\$7,768	\$8,359	\$8,972
Similar schools	\$8,711	\$9,165	\$9,966
City schools	\$8,177	\$8,784	\$9,875

Note: The state calculation of school expenditures per student for direct and indirect services in 2000 is \$10,469 for all New York City schools and \$11,040 for all New York State schools including those in the city.

How money was spent in this school in 2001 (Direct Services Only)



OTHER SCHOOL INFORMATION

School Capacity

Percent of utilization	1999	2000	2001
This school	121.1	125.6	120.8
Similar schools	80.9	81.4	82.0
City schools	86.8	85.2	86.7

School Leadership Team

	2001	
	Yes	No
Has School Leadership Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has 50 percent parent membership on School Leadership Team	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Holds parent election for School Leadership Team	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Early Grade Class Size Reduction

The 1999 school year represents the first year in which the Board of Education received funding from both the state and the federal government for early grade class size reduction.

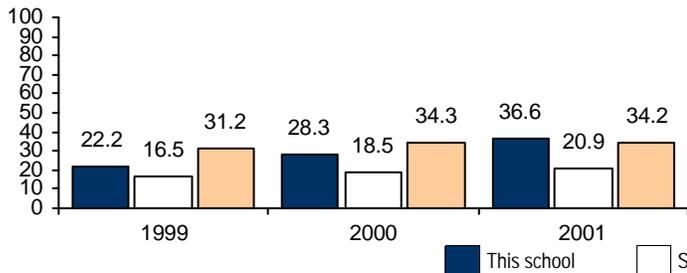
Grades	Average Class Size Systemwide		
	1999	2000	2001
K	23.6	22.2	21.3
1	24.1	22.5	22.2
2	24.1	22.7	22.4
3	24.5	23.0	22.9

STATE AND CITY TEST RESULTS IN ENGLISH LANGUAGE ARTS

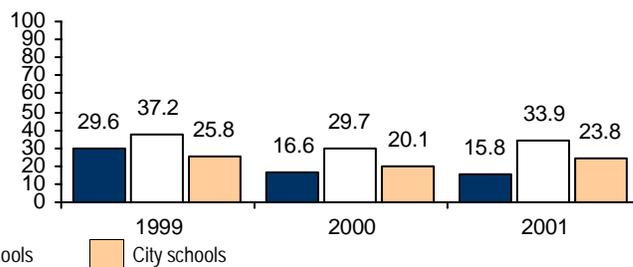
New York State and New York City adopted new assessments in 1998-99 to measure students' achievement of new, higher standards.

The CTB-Reading (city test) is administered to students in grades 3,5, and 7 and the English Language Arts (state test) is administered to students in grades 4 and 8. Since the Board of Education and CTB/McGraw-Hill, the test publisher, found an anomaly in grade 6 scores in 2000, no results for this grade are presented.

Percent of Students Meeting the Standards in Tested Grades (Performance Levels 3 and 4)



Percent of Students Far Below the Standard in Tested Grades (Performance Level 1)



- 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 thorough understanding of written and oral text.
- Level 2** Students show partial achievement of the standards. Their performance shows partial understanding of written and oral text. (AIS)*
- Level 1** Students do not meet the standards. Their performance shows minimal understanding of written and oral text. (AIS)*

Category	Not Tested			Number and Percent of Tested Students at Each Performance Level										
	ALT ¹	ELL ²	Absent	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total
	#	#	#	#	%	#	%	#	%	#	%	#	%	#
1999														
General Education	0	119	13	187	23.3	413	51.6	182	22.7	19	2.4	201	25.1	801
Special Education	0	5	3	82	75.9	25	23.1	1	0.9	0	0.0	1	0.9	108
All Students	0	124	16	269	29.6	438	48.2	183	20.1	19	2.1	202	22.2	909
2000														
General Education	0	97	4	82	10.0	471	57.6	251	30.7	13	1.6	264	32.3	817
Special Education	4	0	0	75	57.3	52	39.7	4	3.1	0	0.0	4	3.1	131
All Students	4	97	4	157	16.6	523	55.2	255	26.9	13	1.4	268	28.3	948
2001														
General Education	0	70	17	86	10.6	387	47.6	295	36.3	45	5.5	340	41.8	813
Special Education	30	0	1	64	47.8	63	47.0	7	5.2	0	0.0	7	5.2	134
All Students	30	70	18	150	15.8	450	47.5	302	31.9	45	4.8	347	36.6	947

2001 Student Subgroups

	Number of Students								Percent of Tested Students Levels 3+4	
	Not Tested			Tested						
	ALT ¹	ELL ²	No Valid Score ³	Level 1	Level 2	Level 3	Level 4	Total		
Race/Ethnicity										
American Indian/Alaskan Native										
Black	10	9	8	58	114	69	10	251	31.5	
Hispanic	30	68	26	164	458	271	36	929	33.0	
Asian or Pacific Islander	1	6	1	8	23	26	2	59	47.5	
White	3	22	0	10	34	32	3	79	44.3	
Missing	0	1	0	4	2	1	0	7	14.3	
Small Group Totals**	0	0	0	1	1	0	0	2	0.0	
Gender										
Female	21	55	24	103	334	232	34	703	37.8	
Male	23	51	11	142	298	167	17	624	29.5	
Missing										
English Proficiency Status										
ELL	22	91	7	89	96	11	1	197	6.1	
Not ELL	22	15	28	156	536	388	50	1130	38.8	
Income Level										
Low-Income	39	49	32	228	605	371	49	1253	33.5	
Not Low-Income	2	0	0	4	11	18	2	35	57.1	
Missing	3	57	3	13	16	10	0	39	25.6	
TOTAL										
ALL STUDENTS	44	106	35	245	632	399	51	1327	33.9	

* AIS students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

** Small Group Totals are totals for groups containing fewer than 5 tested students.

¹ ALT designates severely disabled students eligible for New York State Alternate Assessment.

² ELL designates English Language Learners eligible for an alternative assessment of proficiency in reading English.

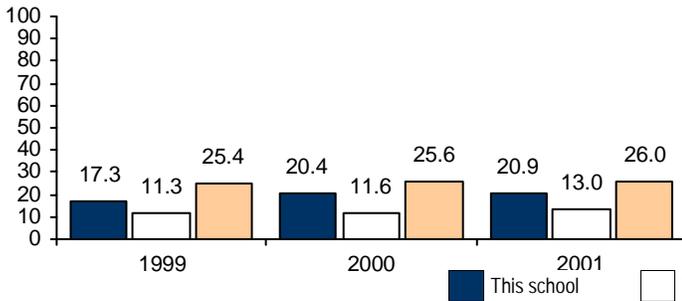
³ No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

STATE AND CITY TEST RESULTS IN MATHEMATICS

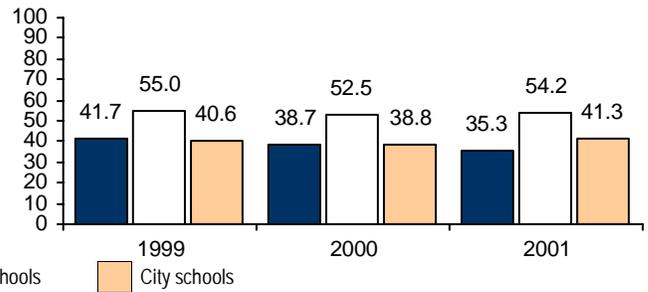
New York State and New York City adopted new assessments in 1998-99 to measure students' achievement of new, higher standards.

The CTB-Mathematics (city test) is administered to students in grades 3,5,6, and 7 and the Mathematics (state test) is administered to students in grades 4 and 8.

Percent of Students Meeting the Standards in All Tested Grades (Performance Levels 3 and 4)



Percent of Students Far Below the Standard in All Tested Grades (Performance Level 1)



- Level 4** Students exceed the learning standards for mathematics. Their performance shows superior understanding of key math ideas.
- Level 3** Students meet the learning standards. Their performance shows thorough understanding of key math ideas.
- Level 2** Students show partial achievement of the standards. Their performance shows partial understanding of key math ideas. (AIS)*
- Level 1** Students do not meet the standards. Their performance shows minimal understanding of key math ideas.(AIS)*

Category		Not Tested			Number and Percent of Tested Students at each Performance Level										
		ALT ¹	ELL ²	Absent	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total
		#	#	#	#	%	#	%	#	%	#	%	#	%	#
1999	General Education	0	79	28	454	36.8	541	43.8	203	16.4	37	3.0	240	19.4	1235
	Special Education	1	5	9	132	77.6	35	20.6	3	1.8	0	0.0	3	1.8	170
	All Students	1	84	37	586	41.7	576	41.0	206	14.7	37	2.6	243	17.3	1405
2000	General Education	0	61	15	397	33.3	517	43.4	249	20.9	29	2.4	278	23.3	1192
	Special Education	0	3	4	144	69.9	55	26.7	7	3.4	0	0.0	7	3.4	206
	All Students	0	64	19	541	38.7	572	40.9	256	18.3	29	2.1	285	20.4	1398
2001	General Education	0	63	18	343	28.7	566	47.4	223	18.7	62	5.2	285	23.9	1194
	Special Education	38	0	2	146	76.8	40	21.1	4	2.1	0	0.0	4	2.1	190
	All Students	38	63	20	489	35.3	606	43.8	227	16.4	62	4.5	289	20.9	1384

2001 Student Subgroups

		Number of Students								Percent of Tested Students Levels 3+4	
		Not Tested			Tested						
		ALT ¹	ELL ²	No Valid Score ³	Level 1	Level 2	Level 3	Level 4	Total		
Race/Ethnicity	American Indian/Alaskan Native										
	Black	11	10	8	108	96	38	8	250	18.4	
	Hispanic	23	25	28	343	446	156	43	988	20.1	
	Asian or Pacific Islander	1	6	1	11	29	16	3	59	32.2	
	White	3	21	2	24	31	15	8	78	29.5	
	Missing	0	1	2	2	4	1	0	7	14.3	
	Small Group Totals**	0	0	0	1	0	1	0	2	50.0	
Gender	Female	20	26	24	250	341	122	28	741	20.2	
	Male	18	37	17	239	265	105	34	643	21.6	
	Missing										
English Proficiency Status	ELL	18	47	9	124	110	18	1	253	7.5	
	Not ELL	20	16	32	365	496	209	61	1131	23.9	
Income Level	Low-Income	34	29	37	457	560	210	58	1285	20.9	
	Not Low-Income	2	0	0	6	20	6	3	35	25.7	
	Missing	2	34	4	26	26	11	1	64	18.8	
TOTAL	ALL STUDENTS	38	63	41	489	606	227	62	1384	20.9	

* AIS students at Performance Levels 1 and 2 are eligible for Academic Intervention Services (AIS) to help them meet the standards.

** Small Group Totals are totals for groups containing fewer than 5 tested students.

¹ ALT designates severely disabled students eligible for New York State Alternate Assessment.

² ELL designates English Language Learners eligible for an alternative assessment of proficiency in reading English.

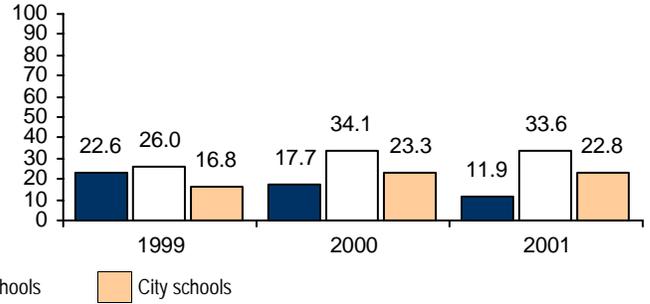
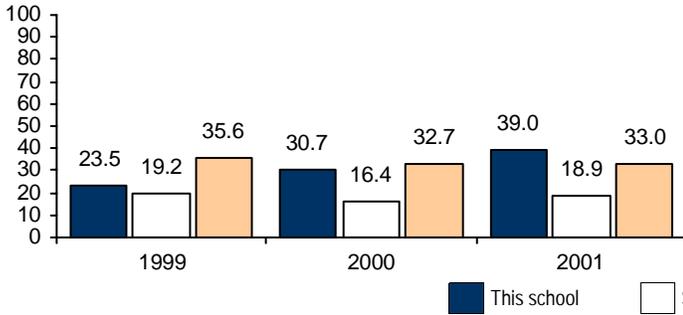
³ No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

STATE TEST RESULTS (GRADE 8)

ENGLISH LANGUAGE ARTS

Percent of Students Meeting the Standard (Performance Levels 3 and 4)

Percent of Students Far Below the Standard (Performance Level 1)



Category	Not Tested			Number and Percent of Tested Students at each Performance Level										Mean Scale Score				
	ALT ¹	ELL ²	Absent	Level 1		Level 2		Level 3		Level 4		Levels 3+4			Total			
	#	#	#	#	%	#	%	#	%	#	%	#	%		#			
1999	General Education			0	46	0	62	15.5	231	57.9	95	23.8	11	2.8	106	26.6	399	686
	Special Education			0	2	0	41	73.2	14	25.0	1	1.8	0	0.0	1	1.8	56	650
	All Students			0	48	0	103	22.6	245	53.8	96	21.1	11	2.4	107	23.5	455	681
2000	General Education			0	49	0	46	11.9	209	53.9	125	32.2	8	2.1	133	34.3	388	690
	Special Education			3	0	0	31	64.6	16	33.3	1	2.1	0	0.0	1	2.1	48	647
	All Students			3	49	0	77	17.7	225	51.6	126	28.9	8	1.8	134	30.7	436	685
2001	General Education			0	42	7	26	6.5	190	47.9	156	39.3	25	6.3	181	45.6	397	697
	Special Education			15	0	1	30	41.7	40	55.6	2	2.8	0	0.0	2	2.8	72	661
	All Students			15	42	8	56	11.9	230	49.0	158	33.7	25	5.3	183	39.0	469	692

2001 Student Subgroups

	Number of Students								Percent of Tested Students Levels 3+4	
	Not Tested			Tested						
	ALT ¹	ELL ²	No Valid Score ³	Level 1	Level 2	Level 3	Level 4	Total		
Race/Ethnicity										
American Indian/Alaskan Native										
Black	6	3	5	19	39	27	8	93	37.6	
Hispanic	7	27	16	33	162	105	16	316	38.3	
Asian or Pacific Islander	0	3	1	1	16	14	1	32	46.9	
White	2	9	0	2	13	12	0	27	44.4	
Missing	0	0	0	1	0	0	0	1	0.0	
Small Group Totals**										
Gender										
Female	11	22	16	20	105	94	17	236	47.0	
Male	4	20	6	36	125	64	8	233	30.9	
Missing										
English Proficiency Status										
ELL	8	37	6	16	47	4	0	67	6.0	
Not ELL	7	5	16	40	183	154	25	402	44.5	
Income Level										
Low-Income	14	24	20	52	223	149	25	449	38.8	
Not Low-Income	1	0	0	1	4	7	0	12	58.3	
Missing	0	18	2	3	3	2	0	8	25.0	
TOTAL										
ALL STUDENTS	15	42	22	56	230	158	25	469	39.0	

* **Small Group Totals** are totals for groups containing fewer than 5 tested students.

¹ **ALT** designates severely disabled students eligible for New York State Alternate Assessment.

² **ELL** These students were not required to take the grade 8 ELA test because they were English Language Learners (ELLs) who performed below the 30th percentile on the reading subtest of the LAB test. Of these students - 19 made appropriate progress on the LAB test.

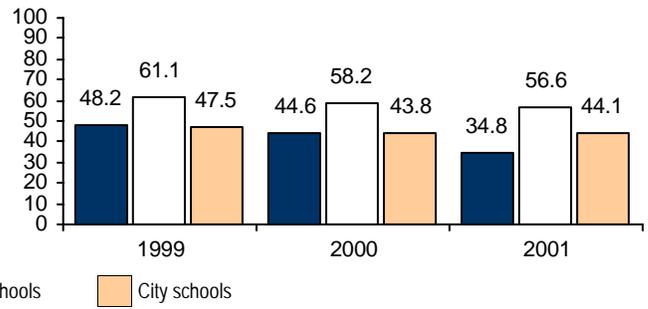
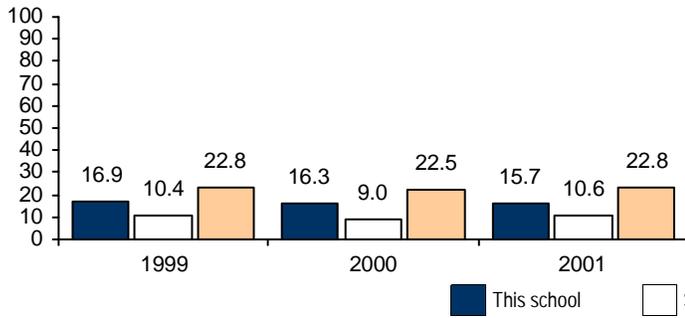
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STATE TEST RESULTS (GRADE 8)

MATHEMATICS

Percent of Students Meeting the Standard (Performance Levels 3 and 4)

Percent of Students Far Below the Standard (Performance Level 1)



Category	Not Tested			Number and Percent of Tested Students at each Performance Level											Mean Scale Score	
	ALT ¹	ELL ²	Absent	Level 1		Level 2		Level 3		Level 4		Levels 3+4		Total		
	#	#	#	#	%	#	%	#	%	#	%	#	%	#		
1999	General Education	0	28	2	183	43.8	155	37.1	71	17.0	9	2.2	80	19.1	418	688
	Special Education	1	1	3	45	81.8	10	18.2	0	0.0	0	0.0	0	0.0	55	651
	All Students	1	29	5	228	48.2	165	34.9	71	15.0	9	1.9	80	16.9	473	684
2000	General Education	0	18	7	169	40.5	172	41.2	73	17.5	3	0.7	76	18.2	417	689
	Special Education	0	3	1	39	79.6	10	20.4	0	0.0	0	0.0	0	0.0	49	646
	All Students	0	21	8	208	44.6	182	39.1	73	15.7	3	0.6	76	16.3	466	684
2001	General Education	0	21	9	121	28.6	226	53.4	73	17.3	3	0.7	76	18.0	423	694
	Special Education	12	0	2	50	72.5	18	26.1	1	1.4	0	0.0	1	1.4	69	651
	All Students	12	21	11	171	34.8	244	49.6	74	15.0	3	0.6	77	15.7	492	688

2001 Student Subgroups

	Number of Students									Percent of Tested Students Levels 3+4
	Not Tested			Tested					Total	
	ALT ¹	ELL ²	No Valid Score ³	Level 1	Level 2	Level 3	Level 4			
Race/Ethnicity										
American Indian/Alaskan Native										
Black	6	3	6	37	38	18	0	93	19.4	
Hispanic	4	6	15	114	177	47	2	340	14.4	
Asian or Pacific Islander	0	3	1	7	17	7	1	32	25.0	
White	2	9	1	12	12	2	0	26	7.7	
Missing	0	0	1	1	0	0	0	1	0.0	
Small Group Totals**										
Gender										
Female	9	10	15	84	130	35	1	250	14.4	
Male	3	11	9	87	114	39	2	242	16.9	
Missing										
English Proficiency Status										
ELL	7	17	2	41	45	6	0	92	6.5	
Not ELL	5	4	22	130	199	68	3	400	17.8	
Income Level										
Low-Income	11	9	23	158	232	71	3	464	15.9	
Not Low-Income	1	0	0	3	7	2	0	12	16.7	
Missing	0	12	1	10	5	1	0	16	6.3	
TOTAL										
ALL STUDENTS	12	21	24	171	244	74	3	492	15.7	

* **Small Group Totals** are totals for groups containing fewer than 5 tested students.

¹ **ALT** designates severely disabled students eligible for New York State Alternate Assessment.

² **ELL** These students were not required to take this test because they were English Language Learners (ELLs) who perform below the 30th percentile on the reading subtest of the LAB test, and there was no test available in their native language. Other ELL students who were required to take this test took a translated version, and their results are included with those for general education and special education students.

³ **No Valid Score** designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

SYSTEM OF ACCOUNTABILITY FOR STUDENT SUCCESS

GRADE 8

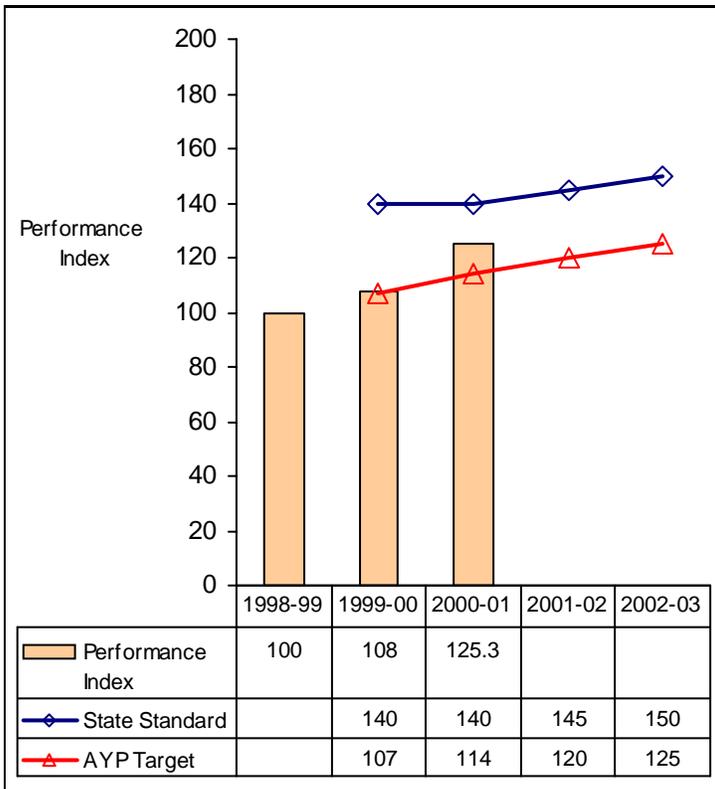
Under the state System of Accountability for Student Success (SASS), schools are expected to meet the state performance standard, established by the Commissioner, on the eighth-grade English Language Arts (ELA) and Mathematics tests. To raise performance, the Commissioner has established a state standard for schools for each school year through 2002-2003. The charts below present this school's results relative to the state standard for school performance.

Schools are expected to meet or exceed the state performance standard. Schools that fall below the standard are assigned adequate yearly progress (AYP) targets. These school-specific targets are intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the state standard.

A Performance Index is used to assess school performance relative to eighth-grade state standards for English language arts and for mathematics. The Performance Index credits each school for the students showing at least partial achievement of the state learning standards (Level 2) and for the students meeting the state's learning standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance gives no credit. In its simplest form, the Performance Index is the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

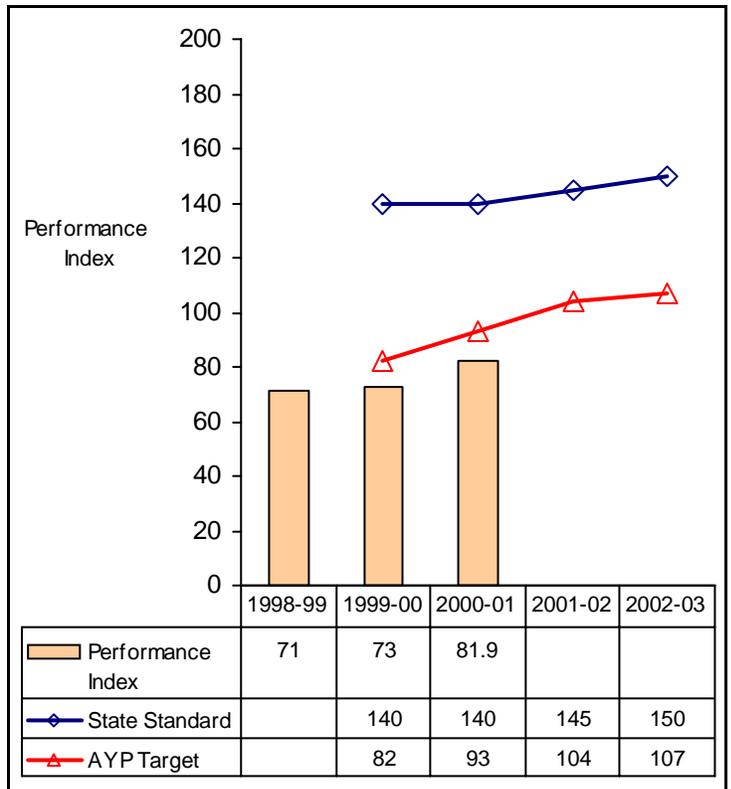
The charts below present this school's achieved Performance Indexes and the State standard for school performance. They also show the school's baseline performance and the performance targets established for the school.

English Language Arts



School did not meet the State standard in this subject, but met its AYP target in 2001.

Mathematics



School did not meet the State standard in this subject, but met its AYP target in 2001.

SPECIAL POPULATIONS

SPECIAL EDUCATION

Initial Referrals To Special Education

Percent of school enrollment	1999	2000	2001
This school	1.3	2.2	1.5
Similar schools	1.6	2.3	1.9
City schools	1.6	1.8	1.5

Full-Time Participants

Percent of school enrollment	1999	2000	2001
This school	7.9	8.3	6.9
Similar schools	9.8	9.9	9.5
City schools	7.4	7.2	7.0

Part-Time Participants

Percent of school enrollment	1999	2000	2001
This school	5.5	7.0	7.5
Similar schools	6.9	7.0	7.0
City schools	6.8	6.9	6.8

Movement to Less Restrictive Environment

Percent of special education students	This school	Similar schools	City schools
Movement from full-time to part-time or general education.	3.4	4.5	5.6
Movement from part-time to general education	2.9	5.0	6.4

Participation in Integrated Setting

Percent of school days spent in integrated settings*	This school	Similar schools	City schools
Greater than 60 percent	44.3	55.4	48.7
20-60 percent	0.0	0.4	0.6
Less than 20 percent	55.7	44.2	50.7

* includes resource room, consultant teacher and related services

English Language Arts Achievement in 2001

Percent of tested full and part-time special education students	Level 1	Level 2	Levels 3+4
This school	50.3	45.4	4.4
Similar schools	73.8	23.9	2.3
City schools	65.8	30.4	3.8

Mathematics Achievement in 2001

Percent of tested full and part-time special education students	Level 1	Level 2	Levels 3+4
This school	76.8	21.1	2.1
Similar schools	88.5	10.2	1.2
City schools	83.2	14.6	2.2

ENGLISH LANGUAGE LEARNERS (ELL)

Participants

Percent of school enrollment	1999	2000	2001
This school	27.7	24.7	21.3
Similar schools	24.9	22.4	21.0
City schools	14.9	14.3	13.5

Students Attaining English Proficiency

Percent of ELL students	1999	2000	2001
This school	10.7	8.4	9.8
Similar schools	10.8	9.1	10.5
City schools	14.4	11.6	13.8

Students Showing Mandated Gains in English Language Acquisition

Percent of ELL students	1999	2000	2001
This school	52.8	48.0	43.8
Similar schools	50.6	45.5	47.9
City schools	54.6	51.7	54.5

English Language Arts Achievement in 2001

Percent of tested ELL students	Level 1	Level 2	Levels 3+4
This school	62.0	34.0	4.0
Similar schools	70.2	27.8	2.0
City schools	85.9	13.6	0.6

Mathematics Achievement in 2001

Percent of tested ELL students	Level 1	Level 2	Levels 3+4
This school	49.0	43.5	7.5
Similar schools	71.8	23.7	4.5
City schools	91.4	7.8	0.8

Includes both English and Spanish translated versions of the CTB MATH

Spanish Reading

Percent of tested students performing at or above grade level	1999	2000	2001
This school	58.5	55.6	68.6
Similar schools	48.6	46.0	51.0
City schools	48.3	48.1	50.3

The EI Examen de Lectura en Español (ELE) is the reading test for students in bilingual programs who receive language arts instruction in Spanish.