



NEW YORK STATE EDUCATION DEPARTMENT
NEW YORK CITY DEPARTMENT OF EDUCATION

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

2005-2006

SCHOOL: Booker T. Washington MS 54 REGION/DISTRICT: 10 / 3
SCHOOL ADDRESS: 103 West 107th Street, New York, New York 10025
SCHOOL TELEPHONE: 212-678-2861 FAX 212-316-0883
:

Spring 2005

DATE(S) SUBMITTED/MODIFIED: May 26, 2005 June 15, 2005 July 7, 2005

TEMPLATE – April 2005

PURPOSE OF THE COMPREHENSIVE EDUCATIONAL PLAN

All school planning requires a systematic review and careful analysis of student needs and existing activities to determine how instructional areas can be improved. The process of developing the Comprehensive Educational Plan (CEP) allows School Leadership Teams (SLT) an opportunity to assess the effectiveness of the current instructional programs, discuss proposed modifications and/or alternatives, develop goals and objectives, and create action plans that will translate into observable, effective strategies to improve student achievement. These strategies must include effective, scientifically-based methods for the delivery of high-quality first instruction to all students, including disaggregated subgroups, as well as Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving the State standards. Lastly, the School Leadership Team is asked to develop a system to assess whether the proposed activities have resulted in improved student performance.

This plan should be a product of the collaborative decisions of all stakeholders: parents, staff, administrators and students (if appropriate). Once the CEP is approved, it will serve as a focus for implementing instructional strategies, professional development opportunities, and parent involvement activities for the 2005-2006 school year.

The accompanying *Guide to Completing the School Comprehensive Educational Plan 2005-2006* will assist School Leadership Teams through each step of this very important process.

PLAN OUTLINE

SCHOOL INFORMATION

SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

PART I: SCHOOL VISION/MISSION STATEMENT

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL

PART III: SCHOOL DEMOGRAPHIC DATA

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

- ☐ SECTION A – ANALYSIS OF STUDENT ACHIEVEMENT AND OTHER RELATED AREAS
- ☐ SECTION B – PROCESS FOR REPORTING NEEDS ASSESSMENT FINDINGS
- ☐ SECTION C – IDENTIFIED PRIORITIES FOR SCHOOL YEAR 2005-2006

PART V: SCHOOL GOALS AND OBJECTIVES

PART VI: ACTION PLAN

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) – FOR ALL SCHOOLS

APPENDIX 2: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT

[Including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools – Year 1 and Year 2, NCLB Restructured Schools, Schools Under Registration Review (SURRE), and Schools Requiring Academic Progress (SRAP)]

APPENDIX 3: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS (SWP)

APPENDIX 4: FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

Note: All schools must complete Appendix 1. All schools identified under NCLB or SED for School Improvement [Including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools – Year 1 and Year 2, NCLB Restructured Schools, Schools Under Registration Review (SURRE), and Schools Requiring Academic Progress (SRAP)] must complete Appendix 2. All Title I Schoolwide Program schools must complete Appendix 3. All SURRE schools must complete Appendix 4.

SCHOOL INFORMATION

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SCHOOL TELEPHONE: 212-678-2861 FAX: 212-316-0883

SCHOOL CONTACT PERSON: Dr. Elana Elster

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>	<u>SIGNATURE*</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Karen J. Allis - Parent</u>	<u></u>
	<u>Frances Bou - Teacher</u>	<u></u>
PRINCIPAL	<u>Elana Elster</u>	<u></u>
	<u>Michael McCourt</u>	<u></u>
UFT CHAPTER LEADER	<u></u>	<u></u>
PARENTS' ASSOCIATION PRESIDENT/DESIGNEE	<u>Patty Fondrie</u>	<u></u>
STUDENT REPRESENTATIVE <i>(Encouraged for middle schools, required for high schools)</i>	<u>N/A</u>	<u></u>

LOCAL INSTRUCTIONAL SUPERINTENDENT	<u>Lawrence Block</u>	<u></u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u></u>	<u></u>
REGIONAL SUPERINTENDENT	<u>Gale Reeves</u>	<u></u>

** Indicates that the person has reviewed this document. Comments may be attached to this plan.*

Check all applicable categories and programs for the 2005-2006 school year:

- | | |
|--|--|
| <input type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> School Under Registration Review (SURR)
Phase/Group: _____ |
| <input type="checkbox"/> Title I Targeted Assistance | <input type="checkbox"/> School Requiring Academic Progress (SRAP) |
| <input type="checkbox"/> Title I School in Need of Improvement
(Year 1 & Year 2) | <input type="checkbox"/> Comprehensive School Reform (CSR): Year: ____ |
| <input type="checkbox"/> Title I Corrective Action | <input type="checkbox"/> Attendance Improvement/Drop-Out Prevention (AIDP) |
| <input type="checkbox"/> NCLB Restructured (Corrective Action
- Year 2 during 2003-04 or 2004-05) | <input type="checkbox"/> Not required to implement citywide literacy and/or
math programs. Area(s): _____ |
| | <input type="checkbox"/> Autonomous Zone schools |

SCHOOL LEADERSHIP TEAM MEMBERSHIP TABLE: There should be one School Leadership Team (SLT) for each school. The SLT should be representative of all constituencies in the school

community, consistent with the Chancellor's Regulations for School Leadership Teams, the Regional District Comprehensive Educational Plan (RDCEP), and Part 100.11 of the Commissioner's Regulations.

Name	Position / Constituency Represented	Signature**
Michelle Ajami		
Karen J. Allis		
Andrew Bergen		
Frances Bou		
Aurora Caamano		
Elana Elster		
Patty Fondrie		
Fred LaSenna		
Michael McCourt		
Anne Marie Nowak		
Sharon Patterson		
Berta Ramos-Ramirez		
Clyde Roberts		
Cindy Schaffer		
Marie Simeone		
Vernell Simmons		
Sonny Stephens		
Sandra Williams		

**** Indicates participation in the development of the Comprehensive Educational Plan. Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.**

PART I: SCHOOL VISION AND MISSION – State the vision for your school community and your school's mission that reflects its intent to achieve this vision. (Note: The school's vision and mission must articulate high expectations for all students.)

Booker T. Washington MS 54 Vision

Booker T. Washington MS54 strives to develop and nurture a community of intelligent, mature and motivated learners with strong academic and critical thinking skills and a love for learning.

Booker T. Washington MS 54 Mission

The Booker T. Washington Middle School Community will provide:

- I. A safe and nurturing environment that is sensitive to the needs of the individual student.
- II. A collegial staff which utilizes the experiences, resources and diversity of the entire school and community to accomplish the school's goals.
- III. A unified community, which fosters learning and experiences leading to an understanding, appreciation and respect for diversity.
- IV. An academic environment that reflects enrichment through intellectually appropriate activities and fosters scholastic excellence, independent learning and open communication.
- V. A curriculum designed to develop problem solving and critical thinking skills, by applying a variety of resources, groupings, and teaching strategies.
- VI. A School Leadership Team serves as a forum bringing together the various components of the school community in order to meet the needs and concerns of the entire BTW community.
- VII. A physical environment that is properly equipped, aesthetically pleasing, and is enhanced by students' work and achievements.

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL – The narrative description should provide a “snapshot” of the school and contain an accurate overview of the school’s current educational program and the significant changes that will be implemented for the 2005-06 school year. It must contain the following:

- ☐ Contextual information about the school’s community and its unique/important characteristics;
- ☐ Student achievement trends;
- ☐ An overview of instructional programs and school-wide educational initiatives, including accelerated and/or enriched curriculum offerings, Academic Intervention Services, programs for English language learners, and implementation of the New Continuum. For schools that are implementing the citywide instructional programs for English language arts and mathematics, be sure to include a brief description of the school’s implementation of these programs, as well as additional school-based initiatives;
- ☐ If applicable, an overview of focused intervention(s) to address the needs of specific student subgroups that have not met the Annual Measurable Objective (AMO), Safe Harbor target, and/or 95% participation rate requirement;
- ☐ Funding resources; and
- ☐ A detailed description of existing collaborations with community-based organizations (CBOs), universities, and corporations.

Booker T. Washington Middle School 54 is located on the Upper West Side of Manhattan, New York. This six to eighth grade school serves a population of 1,027 students from culturally and economically diverse backgrounds. The school building is well-maintained, but has been identified by the Department of Education as in need of major repairs. Pride in student accomplishments is reflected in the prominently displayed student work, which lines the walls of the building.

According to the 2003-2004 ethnic census, 34.8% of the students are White; 32.3% of the students are Hispanic; 27.2% of the students are Black; 5.7% of the students are Asian or Pacific Islanders, and .6% of the students are American Indian in origin. Approximately 16% of the students have Individualized Education Plans (IEPs), and a full continuum of services are available in the school including: Special Education Teacher Support Services (SETSS), self-contained classes, and the following related services, speech and language, counseling, occupational therapy and physical therapy. Additionally, 15% of the students are English Language Learners (ELLs), with Spanish as the dominant language among the vast majority. The school does not qualify for Title I services, as only 37.6% of the student population is from low-income families. However, universal free lunch is available to all students. Average spending per pupil in direct services for Booker T. Washington in 2002 was \$8,285 (no figures were listed on the 2003 School Report), as compared to similar schools in the city which spent \$8,518 and city schools in general which spent \$9,618.

The student body is served by 103 professionals and support staff, including 1 interim acting principal, 1 assistant principal, 1 interim acting assistant principal, 70 teachers, 2 full-time guidance counselors and 1 part-time counselor, 1 half-time dean, 1 school psychologist, 1 social worker, 1 IEP teacher who is also the academic intervention teacher, 2 coaches, 2 speech and language teachers, 7 paraprofessionals, 1 family assistant, 3 school safety officers, 4 school aides, 2 Ryan Health Care nurse practitioners, and other support personnel. Of the teaching staff, 69.8% have more than five years teaching experience, and 80% hold a Masters degree. The school has an 18-member School Leadership Team, 1 parent coordinator and a fully functioning Parent-Teacher Association.

The school currently offers five diverse programs: Delta Honors, Manhattan Valley/VISTA, Morningside Heritage, Dr. Charles Drew Center for Medical & Health Sciences, and NOVA (which will cease to exist when its last class graduates in June 2005).

An area of concern at MS 54 is the academic achievement of many of its students as measured by the results on the State and City standardized assessments. A review of the Spring 2004 State and City standardized assessments indicated that while 70% of the current sixth grade class are performing at or above the State Standard (Level 3) in English Language Arts and 65% in Mathematics, approximately one-third of the sixth grade students still fall below the State Standard. Of the current seventh graders, 54% scored at or above the State Standard (Level 3) in both ELA and Mathematics, yet this represents just over one-half of the students. Overall, the eighth grade students achieved the AMO (Annual Measurable Objective), as defined by New York State, in both ELA and Mathematics. When disaggregated, the data reveals that as a group, Students

with Disabilities and Limited English students fall far below the AMO, Effective AMO and Safe Harbor targets. Students in the general education program and the English dominant students in the Bilingual program do not fall far below the targets. MS 54 did achieve the Performance Index, as defined by the New York State, in Science. Unfortunately, the school was cited because only 93% of the eighth grade students were tested, short of the necessary 95%. The 2003-2004 Annual School Report Card indicates that the school requires academic progress in English Language Arts (Year 1) and in Mathematics (Year 3).

These findings resulted in the identification of several priorities for improving student performance: implementation of the citywide balanced literacy and Impact math curricula, implementation of effective strategies to address the large number of students lacking basic skills in both reading and mathematics and to address the students who have specific gaps in their knowledge which impede their ability to move from level two to three; improving instruction for special education students by increasing opportunities for Academic Intervention services, providing one-on-one help for students and reexamining the means of assessment for these students; implementation of effective strategies for meeting the needs of the ELL population by ensuring sufficient ESL instruction, assessments done in languages other than English and providing additional academic support; and finally to increase the overall performance of all the students in the school by a measurable percentage.

Ongoing assessment will be both formal and informal. MS 54 will take a continuous data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address the students' weaknesses and target areas for growth. Students will take regular interim assessments as provided by Princeton Review. The analysis of these assessments will help teachers focus on specific areas of weakness and will be used to inform instruction on a regular basis. Furthermore, close monitoring of student achievement by the Academic Intervention Services Committee will help support these goals.

Breakdown By Performance Level of Students - English Language Arts

Current Grade of Student	Level One	Level Two	Level Three	Level Four	Total in this group
Grade 6					
# of Students	16	65	79	115	275
% of Students	6%	24	29%	42%	
Grade 7					
# of Students	61	91	99	78	329
% of Students	19%	28%	30%	24%	
Grade 8					
# of Students	77	30	86	104	297
% of Students	26%	10%	29%	33%	
Totals for all Grades Above	154	186	264	297	901
	17%	21%	29%	33%	

Breakdown By Performance Level of Students - Mathematics

Current Grade of Student	Level One	Level Two	Level Three	Level Four	Total in this group
Grade 6					
# of Students	51	50	64	126	291
% of Students	18%	17	22%	43%	
Grade 7					
# of Students	66	90	87	101	344
% of Students	19%	26%	25%	29%	
Grade 8					
# of Students	93	53	74	102	322
% of Students	29%	16%	23%	32%	
Totals for all Grades Above	210	193	225	329	957
	22%	20%	24%	34%	

2004 Performance Index AMO/ELA

	AMO	Effective AMO	Safe Harbor	Grade 8 PI/ELA	
All Students	116	110		138	AMO
American Indian	116	N/A	N/A	N/A	
Asian Pacific	116	N/A		175	AMO
Black (not Hispanic)	116	106	104.6	91	None
Hispanic	116	106	109.1	95	None
White	116	107		195	AMO
Missing	116	N/A	N/A	N/A	
Suppressed Groups	116	<15	-----	181	AMO
Students with Disabilities	116	103	47.9	24	None
General Education Students	116	109		166	AMO
Limited English	116	<21	34.4	34	None
English Proficiency	116	109		147	AMO
Economically Disadvantaged	116	104	86.6	61	None
Not Disadvantaged	116	N/A	N/A	N/A	
Missing/Unknown	116	109		157	AMO
Male	116	108		130	AMO
Female	116	107		149	AMO

2004 Performance Index AMO/Mathematics

	AMO	Effective AMO	Safe Harbor	Grade 8 PI/Math	
All Students	93	87		126	AMO
American Indian					
Asian Pacific			200		
Black (not Hispanic)	93	82	62.7	81	Safe Harbor
Hispanic	93	83	82.5	78	None
White	93	84		190	AMO
Missing					
Suppressed Groups					
Students with Disabilities	93	80	47.9	24	None
General Education Students	93	86		146	AMO
Limited English	93	78	38	39	Safe Harbor
English Proficiency	93	86		140	AMO
Economically Disadvantaged	93	81	62.3	60	
Not Disadvantaged					None
Missing/Unknown	93	86		142	AMO
Male	93	85		126	AMO
Female	93	85		125	AMO

A brief description of each program follows:

Delta Honors: Delta is a middle school honors program for District 3 in Region 10. Its founder and current lead teacher is Mr. Fred LaSenna. It accommodates more than half of the student body at MS 54. Admission to the Delta program is dependent upon meeting rigorous academic criteria determined by a student's academic achievement and results on the New York State ELA and Mathematics tests. Delta's philosophy is that children with exceptional academic aptitude and creative talent have special characteristics with unique needs that are best met in this accelerated program. The curriculum fosters decision-making and analytical thinking.

The mathematics program includes pre-algebra and algebra at the sixth grade level and the New York State Math A Regents at the seventh and eighth grade level. In Science, students are exposed to a hand-on curriculum, which is based on research and the scientific method. We offer the Earth Science Regents course in grade 8. Our Humanities program, which begins at grade 6 and extends through grade 8, was created by the Language Arts and Social Studies teachers to integrate the history, literature, drama, poetry, music, art, dance, and culture of not only America, but all the peoples of the world. The curriculum relies on extensive reading, writing, and analytical thinking. It is supported by extensive class trips and a rich ancillary program in the arts. One of the major strands of the curriculum is a research model, which begins in grade 6 and continues through grade 8. Our goal is to prepare all our students with the skills to be able to research and write a thesis at the level of a senior in high school by the end of their career in the eighth grade.

All students in the Delta program are also exposed to a Health Education curriculum at the seventh grade level. Each seventh grade student receives two periods of instruction per week of Health Education. Delta students are also involved in the rich Arts program at Booker T. All sixth grade students receive instruction in both art and music. In the 7th and 8th grades, all students have the option of choosing music or art. Delta further offers instruction in Latin, French and Spanish. All sixth grade students study each language in a survey course of 13 weeks. At the end of the sixth grade, students will have the opportunity to choose the language they wish to study for the next two years. The language program concludes with the New York State Regents Proficiency Exam for the language they have studied. Students who pass the exam will receive one year of High School credit for language.

Delta students are exempt from the Chancellor's mandated reading and mathematics curriculum. However, they are required to take Regents exams in Math, Earth Science, and Foreign Language Proficiency.

Dr. Charles Drew Center for Medical & Health Sciences: The Dr. Charles Drew program, under the leadership of its founder Ms. Bertha McGhee, will enter its third year with one 6th grade class, two 7th grade classes and two 8th grade classes. The students are admitted through the choice process based on their academic standing, interactive interview, and demonstrate competence in reading, math and science. It is expected that they maintain a high level of scholarship. Students in the program participate in an intensive inquiry based science curriculum and explore health issues. The goal of the program is to prepare and to motivate students to choose careers in the sciences and health care professions. The program has been further enhanced by the installation of a fully equipped modern science lab during the last year. Strong parental participation is encouraged in the program. Among active collaborating community based organizations are the following: John Jay College Talent Search Program, Teacher's College Reading and Writing Project, Harlem Children's Zone, New York University Tutorial Program, Columbia University Science Program, Big Brothers/Big Sisters, Ryan Health Clinic,. The Ryan Health Clinic provides health screening, health care seminars, and guest speakers. The students in the Dr. Charles Drew program have a very challenging curriculum. The students are taught math through the Impact Mathematics Program. It is a standards-based curriculum that reviews basic skills and integrates mathematical concepts through problem solving. The students use the Chancellor's Balanced Literacy based program, and the Teacher's College Readers and Writers Workshop model which includes reading literature in all genres, writing, vocabulary development and critical thinking. The Humanities program is incorporated in the literacy block each day with an emphasis on writing and research. Students in need of ESL instruction receive that in a pull-out model. Technology is integrated into the curriculum throughout the day with the use of scientific probes and other technological equipment to assist students as they prepare science projects. Funding is provided by the City of New York Department of Education. The program is newly implemented and thus student achievement trends are not traceable.

Manhattan Valley/VISTA: Manhattan Valley/VISTA is a program for students with Individualized Education Plans (IEP's), who have learning and/or socio-emotional problems requiring a more restrictive environment. The program is directed by Ms. Bertha McGhee. At least 70% of the students in Manhattan Valley score at a Level 1 in both Reading and Mathematics, working years behind grade level in both areas. The average attendance rate has been 86% for the 2004-2005 school year, slightly below the school average of 94%. Overall, there is a limited amount of parental involvement with the program.

Manhattan Valley (monolingual) includes 6 self-contained classes with a 12:1:1 ratio of students to teacher and paraprofessional. VISTA (bilingual) includes 2 self-contained classes, one with a 12:1:1 ratio and one with a 12:1 ratio. Because of the make-up of the student population, the program sets high expectations and stresses the development of academic skills with an emphasis in literacy and mathematics. These skills are supported by the development of good work habits, the creation of organizational skills, and the growth of social and emotional intelligences. Students receive academic intervention services with the goal of making up lost academic ground. Students are expected to attend school daily, be punctual, and complete class work and homework on a daily basis. Students participate in all aspects of the Booker T. Washington school community. These activities include the Science Fair, Talent Show, Student Council, Yearbook, athletic teams, clubs and community outreach activities.

The support staff includes guidance counselors, speech therapists, occupational therapists, a hearing teacher, a psychologist, and a social worker. Children are encouraged to take full advantage of the benefits of the school's Ryan Health Center, and the family health plans this service offers.

The curriculum strives to meet the New York State standards in all subject areas including art, music appreciation and physical education. Teachers employ various educational methodologies using a multi-sensory approach to meet the various needs of the students. There are many opportunities given for students to master basic skills. The literacy program uses a workshop model and is based upon either the Balanced Literacy program or the Teacher's College Readers and Writers workshop model. The mathematics program uses a workshop model and is based upon the Impact Mathematics program. This is a standards based curriculum that reviews basic skills and integrates mathematical concepts using problem solving. In most classes, Social Studies is incorporated into the literacy component. All classes receive Science instruction to a limited degree. Students in the VISTA program receive Native Language Arts, as well as ESL in content areas such as Social Studies.

Manhattan Valley/VISTA currently collaborates with the following community based organizations, universities and corporations: Teachers College Readers & Writers Workshop, John Jay College Talent Search Program (an academic after school tutorial program); Big Brothers, Big Sisters program (mentoring); School of Visual Arts Liberty Partnership (arts program); New York University Tutorial Program (academic intervention); The Ryan Health Clinic (health); American Music Society (music & arts), and the Manhattan School of Music (music).

Morningside Heritage Program: The Morningside Heritage Program follows the citywide-mandated math and literacy curriculum. The program staff includes three licensed ESL teachers and five Spanish-speaking common branch-licensed teachers with bilingual extensions. As part of their mandated professional development, teachers in the Morningside Heritage Program are participating in either balanced literacy (following the workshop) or Impact Mathematics program training on a weekly basis. A series of workshops were also developed to meet the needs of bilingual parents in order to help them reinforce their children's education, to understand the educational system and to provide them with the assistance and resources necessary to support these efforts. In addition, the Morningside Heritage Program offers special after school tutoring sessions to help students with homework, ESL, math, reading and test-taking skills. Current partnerships and collaborations include a John Jay college-sponsored after school tutoring program; the Liberty Partnership with the School of Visual Arts for artistic enrichment and appreciation; an internet-based pen-pal program coordinated through the Museum of Modern Art where Morningside Heritage students exchange correspondence with other middle school students in Argentina and Venezuela discussing specific Latin American artists as well as their daily lives; New York University students working on focused literacy development with small groups in the classroom; and an upcoming collaboration with NYU to track student achievement and progress over several years via frequent updated monitoring and tutoring.

There are 28 children who have IEPs and receive other services such as counseling, speech therapy and additional help with reading and math. Studies show that it takes 5 to 8 years to acquire academic language

skills, however, students with limited English proficiency are expected to acquire these skills within 3 years. To further complicate matters, many students in this program have interrupted education throughout their school years and some students have little or no prior formal education from their homeland.

The goal of Morningside Heritage Program is to provide a rich, standards-based academic educational experience that will develop students who are bilingual and who have been exposed to a variety of cultures. The Morningside Heritage Program is a transitional bilingual program with two English as a Second Language (ESL)/Students with Interrupted Forman Education (SIFE) classes.

The Program is comprised of two sixth grade classes, two seventh grade classes and two eighth grade classes. In addition, there are two ESL/SIFE bridge classes. The students represent a mix of English Language Learners (students who have not yet achieved a level of proficiency in the English language) and students who are proficient English speakers of Spanish decent. All the students will receive instruction in Language Arts using the workshop/Reading and Writing Process Model. Depending on the makeup of the class, the percentage of instruction in English will vary. It is the goal of the program, that the proportion of the instruction in English will eventually approach a rate of 3:1. Students mandated to receive Language Arts instruction in their native language will. Students will also receive some supplementary instruction in Spanish. Much of this instruction will be integrated into the instruction in other subjects. Instruction in Language Arts is supplemented by programs in visual arts, through the School for Visual Arts, through the services of teachers of ESL and SETSS.

The students in the Morningside Heritage Program use the Impact Math curriculum. Through a constructivist, problem solving model, the students are challenged to internalize the mathematical concepts as a result of their hands-on explorations, the use of manipulatives in conjunction with them, and their follow-up writing about the problems. The Impact Mathematics materials are available and used in Spanish as well.

The majority of the students in the program take the English and Spanish LAB tests and the NYSSLAT exam in English. Many of the students are also required to take the city and state reading and math tests.

There are currently students in the program who are not bilingual. These students entered the program as a result of the NCLB provisions. It is a goal of the program to move these students, as well as any of the other students, who are proficient in English, out of the program.

In order to address the specific needs of these students, a goal of the current administration is to hire an additional Assistant Principal.