

Twin Towers Middle School

Board of Education Presentation

November 3, 2011

Twin Towers Middle School

| | |
|-------------------------------------|-----|
| Asian | 2% |
| Black or African American | 28% |
| Hispanic or Latino | 48% |
| White | 22% |
| Students with Disabilities | 13% |
| English Language Learners | 6% |
| Economically Disadvantaged Students | 71% |

2011 ELA Assessments

| | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| All | 8% | 54% | 37% | 1% |
| | | | | |
| SWD's | 21% | 64% | 15% | 0% |
| | | | | |
| LEP's | 28% | 64% | 8% | 0% |

2011 Math Assessments

| | Level 1 | Level 2 | Level 3 | Level 4 |
|-------|---------|---------|---------|---------|
| All | 7% | 45% | 38% | 10% |
| | | | | |
| SWD's | 21% | 51% | 23% | 5% |
| | | | | |
| LEP's | 15% | 63% | 18% | 4% |

Accountability

| Subgroups | ELA | Math |
|----------------------------|-----|------|
| All Students | ★ | ★ |
| Black or African American | ★ | ★ |
| Hispanic or Latino | ★ | ★ |
| White | ★ | ★ |
| Students with Disabilities | ★ | ★ |
| English Language Learners | ✘ | ✘ |
| Economically Disadvantaged | ★ | ★ |

New York State Education Department

English Language Arts

“School in Need of Improvement Year 1”

Mathematics

“School in Good Standing”

Science

“School in Good Standing”

Percent Score At or Above Grade Level on the DRP

| Cohort | 5 th Grade | 6 th Grade | 7 th Grade | 8 th Grade |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2007 | 36% | 45% | 50% | 54% |
| 2008 | 36% | 43% | 47% | 53% |
| 2009 | 45% | 53% | 51% | |

Measurement Academic Progress Mean Spring RIT

| Cohort | 6 th Grade | 7 th Grade | 8 th Grade |
|--------|-----------------------|-----------------------|-----------------------|
| 2007 | 216 | 224 | 228 |
| | | | |
| 2008 | 217 | 225 | 227 |
| | | | |
| 2009 | 219 | 224 | ----- |

NYSESLAT Performance

| | 2009 | 2010 | 2011 |
|---------------|-------|-------|-------|
| Number Tested | 69 | 61 | 54 |
| | | | |
| Advancement | 73.9% | 77% | 71.6% |
| State Target | 61% | 62.4% | 63.2% |
| | | | |
| Proficient | 30.4% | 39% | 39.6% |
| State Target | 11.1% | 11.8% | 12.4% |

English Language Arts

- An increase in higher order thinking questions and writing assignments.
- Reading and writing activities that are rigorous and require greater persistence and in-depth thought to be completed successfully.
- Sustained reading and writing during the school day to increase stamina in reading and writing while maintaining focus.

Mathematics

- Activities and assessments that are rigorous and require greater persistence and in-depth thought to be completed successfully.
- Comprehensive exercises in math requiring higher order thinking and stamina.
- Use of critical thinking skills as students apply previous knowledge to unique problems and situations.

Science & Social Studies

- Reading and writing strategies as outlined in the District Literacy Framework
- More reading of complex informative text with an emphasis on improved reading comprehension.
- Reading and writing activities that are rigorous and require greater persistence and in-depth thought to be completed successfully.