

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

Official School Name Rye Middle School  
(As it should appear in the official records)

School Mailing Address 3 Parsons Street  
(If address is P.O. Box, also include street address)

Rye NY 10580-3896  
City State Zip Code+4 (9 digits total)

Tel. ( 914 ) 967-6100 Fax ( 914 ) 921-6189

Website/URL ryecityschools.lhric.org/middle/rms.htm E-mail edwardsa@ryeschools.lhric.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Edward Shine  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rye City School District Tel. ( 914 ) 967-6100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Stephen Feeney  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       3   Elementary schools  
   1   Middle schools  
    Junior high schools  
   1   High schools  
   1   Other (Briefly explain) Rye School of Leadership  
  
   6   TOTAL
2. District Per Pupil Expenditure:         \$18,443    
     Average State Per Pupil Expenditure:   \$12,265\*   \*2001-2002 figure

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   6   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Fe-males	Grade Total	Grade	# of Males	# of Fe-males	Grade Total
<b>K</b>				<b>7</b>	96	89	185
<b>1</b>				<b>8</b>	102	89	191
<b>2</b>				<b>9</b>			
<b>3</b>				<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>	113	100	213	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>589</b>

6. Racial/ethnic composition of 85.06 % White  
 the students in the school: 1.87 % Black or African American  
5.43 % Hispanic or Latino  
7.64 % Asian/Pacific Islander  
         % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 3.56 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	21
<b>(4)</b>	Total number of students in the school as of October 1	589
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0356
<b>(6)</b>	Amount in row (5) multiplied by 100	3.56

8. Limited English Proficient students in the school: 9.33 %  
55 Total Number Limited English Proficient  
 Number of languages represented: 4  
 Specify languages: Spanish, French, Japanese, Chinese

9. Students eligible for free/reduced-priced meals: 2.3%  
55 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13.6%  
80 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>42</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>13</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>4</u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>    </u>
Classroom teachers	<u>43</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>    </u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>57</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 22

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	97%	96%	98%	98%
Teacher turnover rate	8%	7%	6%	6%	6%
Student dropout rate	0	0	0	0	0
Student drop-off rate					

### Part III

The mission of Rye Middle School states that middle level education has a purpose all its own. It is not just a link between the elementary school and the high school. Instead, the middle school attends to the unique characteristics and needs of the early adolescent and promotes both the academic excellence and the personal/social development of each child. The Middle School acknowledges the importance of assisting the student in his/her transition from childhood to adulthood; assists the student's transition from the self-contained classrooms of elementary schools to the departmentalized structure of the high school; equips the student with the necessary academic skills and personal/social attitudes to succeed in the middle level grades, high school, and beyond; stresses the development of the whole child, including self-esteem and a sense of personal identity; and affirms the importance of school and home communication and cooperation. We emphasize mastery of skills and attend to higher cognitive processes including problem solving, analyzing and evaluating data, and drawing conclusions. Our program is responsive to the needs, interests, and abilities of the young adolescent.

The instructional program seeks to have all students experience academic success based on appropriate teacher expectations coupled with high pupil performance. Analysis of our school's test and assessment data enable us to plan and meet our goals. The Principal meets with the Deputy Superintendent for Curriculum and Instruction to analyze our progress on various assessments such as the New York State English language arts, math, science, and social studies tests for grade 8, the district-administered Educational Records Bureau Writing Test for grades 6, 7, and 8, and the CTP IV battery for grades 6 and 7.

The middle school program provides a variety of learning experiences, and students are encouraged to develop a sense of self-worth and pride within their abilities and interests. Rye Middle School offers a rigorous curriculum that includes language arts, mathematics, science, technology, art, music, home and careers, physical education, health, drama, speech and debate, career exploration, and world languages including French, Spanish and Latin. We offer accelerated classes in the eighth grade: Math A and Earth Science. We have a full after school program that includes intramural and modified sports as well as the following clubs: Writing for Real, yearbook, homework club, martial arts, photography, chess, computer, technology, math league, Math Counts, media club, Spanish club, drama, newspaper, literary magazine, Junior Scientists, Scrabble, sixth grade improvisation, and jazz band. In addition we have a very active student government organization that encourages participation from all students.

Rye Middle School is organized around interdisciplinary teams. Language arts, math, science, and social studies are the core academic subjects. A team of teachers share the same group of students and the same schedule, including common planning time. Class size averages in the mid 20's. The teachers on each team meet in planning sessions. They coordinate learning activities, including the assignment of major projects and the administration of unit tests. Teachers also plan interdisciplinary units and help students to understand the connections among subjects.

We have a developmental guidance program and counselors conduct ten lessons each year following a written curriculum that is reviewed and revised every five years. The goal of the program is to assist in the following developmental areas: personal growth, discovery and awareness; communication skills; interpersonal relationships; cross-cultural awareness; academic survival skills; decision making; stress management; and responsible behavior. All students are part of an advisory program. Each advisory has an adult leader who serves as an academic coach and adult friend for the ten advisees in the group. Each advisor provides an environment and activities that will foster bonding within an advisory group so that students feel accepted and valued by the adult and peers. Each advisor is supplied with a source book but the relationships within the group are more important than the actual activities that each group engages in. Advisory meets twenty minutes each week.

Students are assigned to core classes in heterogeneous groups, with the exception of accelerated math in grade 7 and math and science in grade 8. Classified students are fully included in core classes that are co-taught by a subject area teacher and a special education teacher. We schedule self-contained classes on an as-needed basis.

#### Part IV, #1

In New York State the English Language Arts (ELA) and Mathematics exams are administered to all eighth grade students. Four levels of performance were established for these two tests. English Language Arts students at Level 4 exceed state standard. These students consistently demonstrate understanding of intermediate level written and oral text. They can interpret and analyze a variety of texts, use significant literary elements, and synthesize information from related texts to draw conclusions and form insightful opinions, using extensive support. The writing is consistently well organized and thoroughly developed; language is sophisticated and effective with few or no errors in spelling, grammar or punctuation. Students at Level 3 have met state standards. These students show general understanding somewhat beyond the literal level of intermediate level written and oral text. They can infer, predict, draw some conclusions, categorize ideas, and make connections between texts, using relevant support. Writing is organized and developed. Students at Level 2 have not met state standards. These students demonstrate partial understanding of intermediate written and oral text. Students at Level 1 demonstrate severe deficiencies in language arts with minimal understanding of written and oral text. As our data indicate, the percent of students meeting and exceeding state standards has been consistently high. In 1998-99, 72% met the standard, and 14% exceeded the standard; in 1999-00, 88% met the standard and 41% exceeded the standard; in 2000-01 86% met standard and 42% exceeded standard; in 2001-02 82% met the state standard and 29% exceeded the standard; in 2002-03, 86% met the standard and 29% exceeded the standard. Rye Middle School's ranking on the English Language Arts test have been consistently high in New York State. In the 2002-03 testing the school ranked third in Westchester County and fifth in New York State for meeting the standard and fourth in Westchester County and ninth in New York State for exceeding the standard or reaching mastery level.

In mathematics, students at Level 4 exceed state standards. Students provide evidence of superior knowledge of key mathematical ideas; consistently demonstrating proficiency and accuracy in process and solutions; clearly communicating and articulating mathematical insights; processing a wide range of mathematical problem-solving strategies and identifying the most efficient means to a solution. Students at Level 3 meet state standards. They consistently use prime numbers, factors, multiples; understand decimals, rational numbers, roots, order of operations, congruence, similarity; apply formulas, ratio, proportion; visualize, represent and transform 3D shapes; evaluate data from graphical displays; estimate time, distance, capacity, area; use a protractor; understand and use Pythagorean theorem, trigonometric functions. Students at Level 2 do not meet state standards. For the most part they use basic reasoning; understand percent; use exponents; plot/label points on a coordinate plane; visualize and represent two-dimensional shapes; use mean, median, and mode; construct and interpret graphical displays; compare measurements within a system; estimate size and quantity; evaluate expressions; understand properties of polygons; use patterns and functions. Students at Level 1 show deficiencies in performance. In 1998-99, 78% of the eighth graders met the standard and 28% exceeded the standard; in 1999-2000 93% met the standard and 38% exceeded the standard; in 2000-01 88% met the standard and 36 % exceeded the standard, in 2001-02 94% met the standard and 47% exceeded the standard; in 2002-03 58% met the standard and 29% exceeded the standard. This was the highest performance in New York State.

The only students excluded from testing were in the English Language Learner program fewer than three years and were identified as limited English proficient as evidenced by their performance on the Gates/McGinitie Reading Test. All these students made sufficient yearly progress. All students took the test in mathematics. ELL students were provided with translators for the math test.

The school is committed to having all students meet the objectives as stated in the District Strategic Plan: all students will meet or exceed district performance standards in content, critical thinking, communication and creative expression at each appropriate level of the organization as measured by standard and locally developed assessments, no later than 2007. Also all students will be invested in the school community by developing personally challenging educational goals, tailored to their interests, aspirations and talents, no later than 2007.

#### Part IV, #2

Rye Middle School uses the following tests and assessments to improve student and school performance: Comprehensive Testing Program (CTP) for grades 6 and 7, the Educational Records Bureau Writing Test (ERB) for grades 6-8, and for grade 8 New York State tests in English language arts, math, social studies and science.

The office of the Deputy Superintendent for Curriculum and Instruction publishes all test results. He works with the Principal of the middle school in analyzing school assessment results in all areas relative to similar, high achieving suburban and independent schools. Areas of strengths and weaknesses are identified for each student based on an item analysis for each test. The Principal meets with the guidance counselors and shares the analysis of each test. The guidance counselors communicate these results to the core teacher teams at teacher team meetings. A newly created reading/writing profile has CTP, ERB test results from grades 6-11 and State test results from grade 4 available on one sheet. Teachers are quickly able to use this data along with their own observations to analyze students' strengths and weaknesses and, thereby, appropriately direct instruction.

The Principal meets with department coordinators and test results are discussed. These coordinators meet with their departments, discuss strengths and weaknesses and instruction is appropriately directed.

#### Part IV, #3

The middle school uses many avenues to communicate student performance. Individual test results are mailed to the parents of each student. A cover letter written by the Principal helps the parents understand the data. The Principal shares test results at Parent Organization meetings, and the Deputy Superintendent presents student test results for the school and the district at a parent meeting. Results of all testing are published in the district Report Card sent to the entire community.

Language arts teachers carefully review each student's writing performance on the ERB assessment. Students are taught the rubric and learn to assess their own performance.

With the exception of the English language arts state test, the results of the state assessments are not available to the school until the students are in the ninth grade. Results of these tests appear in the local newspaper as well as in the *New York Times*. The middle school principal and high school principal write a joint letter to parents and the results of the math, social studies and science tests are mailed home. The middle school principal communicates the results of the ELA test in the spring of the students' eighth grade year.

Additionally, parents receive four report cards and four progress reports. Each grade level conducts three parent/teacher conferences. Additional parent conferences are often held during team meeting time, a common planning time for core academic teams. Individual progress and test results are discussed at these conferences. Parents and teachers also communicate via email and phone conferences.

At the end of each year, the Principal prepares a *State of the School* report to the parents, community and Board of Education. The Principal shares this same report with the faculty.

#### Part IV, #4

Rye Middle School participated in New York States Middle Level Education Research Study in the spring of 2001. In preparation for that visit, we prepared a document that shared the programs that we use to improve academic achievement, support personal growth, and maintain our high achievement. Since that report several middle schools have contacted the Principal who shares best practices of Rye Middle School.

The Principal regularly attends meetings with other middle school principals from Westchester and Putnam Counties. At these meetings Principals share programs and elements that contribute to the success of their schools. Additionally language arts teachers will attend the National Council Teachers of English meeting in Indianapolis and will present Rye Middle School's language arts program. The Principal published an article on instruction as it is delivered at Rye Middle School in *Principal Leadership*, a national publication, and *In Transition*, a New York State publication.

The District is a member of the Tri-State Consortium and has shared material and practices with visiting districts. The Tri-State Consortium is a group of high performing districts that serve as critical friends to member schools.

## Part V, #1

The purpose of Rye Middle School's curriculum is to help students learn by developing their intellectual, creative and physical potentials. The program is responsive to the needs, interests, and abilities of the young adolescent. It emphasizes the mastery of skills in reading, writing, mathematics, science and study skills. Also, it attends to higher cognitive processes including problem solving, analyzing and evaluating data and drawing conclusions.

Rye Middle School provides a rigorous curriculum in language arts, mathematics, science, social studies, world language (Spanish, French, or Latin), health education, physical education, art, music, technology, and home and careers. We comply with New York State standards in all areas and our goal is to meet and exceed these standards in each content area. In support of effective instruction and the commitment to differentiation of instruction students with disabilities are fully included in the program. One section in each core academic subject is co-taught by a content certified teacher and a special education certified teacher. The class is heterogeneous with classified and non-classified students in attendance.

The language arts program consists of reading, writing, grammar, vocabulary, spelling, and technology. Each grade level has core books. In addition to the literature that is read and guided by class discussion, all students have outside reading responsibilities. Some of the books are selected by students from a differentiated list and others are assigned through thematic unit bibliographies. Through whole class and small group instruction, students are taught to draft, revise, rewrite and edit their work. The teacher's evaluation of student writing is communicated through written or verbal comments, a standard set of correction symbols, and writing rubrics. Students learn to do research on the computer.

The curriculum in mathematics emphasizes problem-solving skills, understanding and conceptual and computational competence. The program is designed to ensure mastery of basic arithmetic skills, to develop algebraic and geometric concepts and to develop probability and statistics skills. All eighth grade students begin Math A, a high school class with an integrated curriculum with heavy emphasis on algebra and geometry. Some students take four semesters to complete the class, some take three, and honors sections take two semesters to complete the class. All students take the New York State Regents upon completing the class.

The science curriculum is a hands-on developmental approach to building scientific literacy. In sixth grade students take a general science class and study life science, earth science and physical science. In seventh grade students study life science. Topics include climate and land biomes of the earth, the evolution of the earth both geologically and biologically, the development of modern theories of heredity and genetics, and the classification of life, and ecology. In eighth grade students study physical science with a focus on Earth's properties, cycles and interactions of the physical and chemical environment. Accelerated students in grade eight study earth science and take the New York State Regents in that subject at the end of the year. All students have full lab experiences.

The social studies curriculum is a diverse three-year program that includes the study of United States history, world history, geography, politics, economics and sociology. Analytical skills developed in the study of history teach students to define problems and use various types of information in conducting research. Social studies projects require reasoning, research, and technology skills. Building on the guidelines provided by the New York State Education Department in both social studies and language arts, the middle school has a challenging and rigorous program with emphasis on content and essential middle school skills. Sixth graders explore the development of Europe and the Middle East from the ancient civilizations of Egypt, Greece, and Rome through the Middle Ages and Exploration and into today's complex world. Seventh and eighth graders study the history of the United States. Current issues are discussed at all grade levels. All students engage in a research project relevant to their curriculum.

Students learn about other cultures through foreign language study. Those who elect French and Spanish acquire communication skills in those languages. Latin students gain an understanding of ancient Rome, an increased awareness of English vocabulary, and proficiency in Latin. Students work with a variety of materials in the art classes offered in grades 6, 7, and 8. Additionally, we are striving to integrate the arts in core classes.

## Part V, #2

Language arts skills are central to the interdisciplinary approach at Rye Middle School. The program consists of reading, writing, grammar, vocabulary, spelling, and technology. A middle school student's competence with language is the common denominator for the learning and shaping of meaning in all subjects taught at the school. Reading is the fundamental way this competence is actively developed. There are three basic components in the reading program: summer reading, core literature, and outside reading. At the end of each school, summer reading lists are given to the students, mailed home, given to the local library and local bookstores. Students are required to read two books and an additional title is offered for extra credit. An incentive program is offered for those who read five books beyond the required two. Core literature refers to the required selections read by all students on each grade level. Five novels or plays are read in each grade. The core literature shapes the middle school literature curriculum and enables teachers to refer to previous works read. In addition to the core literature, all students have outside reading assignments. Some of the novels are selected by the students from a differentiated, grade-level list and others are assigned by thematic unit bibliographies.

Writing is a very important part of the language arts curriculum. Students learn to draft, revise, rewrite, and proofread their work in whole class or small group instructional sessions. Specific writing includes, but is not limited to, letters, narratives, expository writing, persuasive essays, responses to literature, poetry, newspaper articles, on-demand writing, literary essays and interdisciplinary research papers. The teacher's evaluation of student writing is communicated through written or verbal comments, a standard set of correction symbols, and writing rubrics. Students use word processing skills to edit, revise, and add special features and graphics to their work. Students are trained to analyze and improve their own writing. Grammar, vocabulary, and spelling are important components of the curriculum.

## Part V, #3

The mathematics curriculum emphasizes problem-solving skills, understanding, and conceptual and computational competence begun in the elementary schools. The middle school program is designed to ensure mastery of students' basic skills, to develop algebraic and geometric concepts, and to develop probability and statistics skills. The sixth grade curriculum covers concepts and computation, graphs and graphing, mental math, estimation, basic algebra, statistics and consumer math. Math is integrated into the sixth grade social studies unit on the ancient civilizations of Egypt, Greece and Rome. The ancient number systems are explored. Topics in geometry and measurement complement the civilizations unit. Students multiply and divide multi-digit numbers, fractions, and decimals. They study proportion, determine percentages, and find a number when the percentage is known. Their study of geometry includes a focus on patterns, tessellations, drawing and constructing geometric solids, the geometry of motion and measuring and constructing angles. Initial work is introduced in solving formal algebraic equations. Students use the text *MathScape: Seeing and Thinking Mathematically* by Creative Publications.

The seventh grade math curriculum uses an integrated approach to prepare students for Math A. Basic skills in whole numbers, fractions, decimals, and pre-algebra concepts are emphasized. Topics covered are signed numbers, scientific notation, number theory, signed rational numbers, equations, and algebraic word problems. Computers and graphing calculators are integrated into the curriculum. The textbook for the class is *MathScape: Seeing and Thinking Mathematically* by Creative Publications. Identified seventh graders study a curriculum that takes them beyond basic skills and starts with pre-algebra concepts. The students go into greater depth and study additional concepts such as irrational numbers, signed fractions, complex equations, and algebraically solved word problems. The text is Dolciani's *Pre-Algebra-An Accelerated Course*.

All eighth graders take Math A, an integrated curriculum with heavy emphasis on algebra and geometry. Students use Excel Spreadsheets and the TI-83+ graphing calculator to expand and reinforce math concepts. In addition to the New York State 8<sup>th</sup> Grade Math Test, administered in May, these students take the New York State Math A Regents. Students in an honors section take the Regents after two semesters of Math A. The others sections take the Regents after three semesters or four semesters based on their ability and mastery of the subject.

#### Part V, #4

Rye Middle School faculty appreciates the diverse learning needs of students and is committed to having each individual reach his or her potential. Teachers create lessons and strategies that use the principles of differentiation of instruction to meet this challenge. Teachers assess students' prior knowledge and design instruction so that all are challenged and no one is bored or frustrated. When teachers design units of study, consistent with Rye City School District curriculum guidelines, they use a matrix that combines Bloom's Taxonomy, to develop higher level thinking skills, and Gardner's Multiple Intelligence, to address different learning and reasoning intelligence. When teachers design units, they start with the essential questions or ultimate goals and objectives of the units and then formulate strategies to meet the objectives. Rubrics are used to assess student achievement.

Students are heterogeneously grouped in classes and teachers differentiate in the class based on categories that include prior knowledge, ability, and interest. In seventh grade math, students are either in a regular or high math section. Those in the high section were placed based on high standardized test scores, strong math grades in grade 6, and a recommendation from the previous math teacher regarding the student's potential for success. Math classes in grade 8 are also leveled. All students begin the study of Math A, a high school level course designed for three semesters of study. Those in the honors section complete the class in one year, those in the middle level complete the class in three semesters, and those in the lowest level complete the class in four semesters. For placement in the honors level, students achieved a score in the 8<sup>th</sup> or 9<sup>th</sup> stanine on the suburban norms on the CTP test, had seventh grade math grades averaging 90% or higher, and had a high teacher assessment. If parents disagree with the placement, the Principal conferences with them. Some students may be placed at parent request in the honors section on a trail basis. There is fluidity among the sections and students may go down a level if they are unable to meet the demands of the class. Those students taking the Math A Regents averaged a 97% on the test in June 2003. Students in eighth grade are given the opportunity to take a high school science class. Almost half the students take Regents Earth Science. All enrolled students take the New York State Earth Regents in June. The exam is comprised of a performance or lab practical and a written exam. Placement in the class requires high achievement in seventh grade science, above grade reading level, and teacher recommendation.

Students identified as in danger of not meeting state standards are given additional classes in English language arts, social studies, math and science. These classes are designed to help the students and bring their skills up to the New York State standards.

#### Part V, #5

The goal of the Rye City School District Professional Development Plan is to provide a comprehensive program that is designed to enhance all teachers' abilities to improve student performance. The program reflects the New York State Content and Performance Standards as well as the Mission of the Rye City School District and the objectives of the Strategic Plan. The District encourages the faculty to pursue accredited graduate and undergraduate courses as well as in-service courses directly related to the New York Standards, district initiatives, and the individual teacher's professional development plans. Prior to registering for a class, teachers must complete a Course Request and Approval Form and have their courses pre-approved by the Principal and Deputy Superintendent. Before approving courses, the Principal reviews the Planned Program Outline of Professional Development with each teacher. Each course is approved for its value to the individual teacher and its relation to the planned program. Categories of courses are: instruction, content, special education, data and testing, technology integration, social emotional and other. In determining each teacher's plan, the Principal considers how the courses align with departmental, building, district-wide, and personal professional goals.

All teachers are expected to enroll in the Effective Teaching Institute. The Institute focuses on best teaching practices and curriculum design based on current research. Units of study designed by teachers in the Institute focus on essential questions, outcomes, differentiation of instruction and assessments. All core academic teachers have been trained in inclusion. The Principal keeps current in middle level education through journal reading and attendance at national conferences and communicates information at faculty meetings and through a weekly newsletter.

**APPENDIX  
 RYE MIDDLE SCHOOL  
 THE RYE CITY SCHOOL DISTRICT**

**STATE CRITERION - REFERENCED TESTS  
 New York State 8<sup>th</sup> Grade  
 English Language Arts Assessment**

	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
<b>Testing Month</b>	<b>1/03</b>	<b>3/02</b>	<b>5/01</b>	<b>5/00</b>	<b>6/99</b>
<b>SCHOOL SCORES</b>					
<b>TOTAL Mean Scale Score</b>	<b>721</b>	<b>723</b>	<b>733</b>	<b>737</b>	<b>716</b>
<b>Level 4</b>	<b>29%</b>	<b>29%</b>	<b>42%</b>	<b>41.4%</b>	<b>14%</b>
<b>Level 3</b>	<b>86%</b>	<b>82%</b>	<b>86%</b>	<b>86.4%</b>	<b>72%</b>
<b>Level 2</b>	<b>99%</b>	<b>99%</b>	<b>98%</b>	<b>100%</b>	<b>97%</b>
<b>Level 1</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Number of students tested</b>	<b>189</b>	<b>212</b>	<b>168</b>	<b>145</b>	<b>144</b>
<b>Percent of total students tested</b>	<b>98</b>	<b>98</b>	<b>100</b>	<b>91</b>	<b>97</b>
<b>Number of students excluded</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>15</b>	<b>4</b>
<b>Percent of students excluded</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>3</b>

**RYE MIDDLE SCHOOL  
 THE RYE CITY SCHOOL DISTRICT**

**STATE CRITERION - REFERENCED TESTS  
 New York State 8<sup>th</sup> Grade  
 Mathematics Assessment**

	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
<b>Testing Month</b>	<b>5/03</b>	<b>5/02</b>	<b>5/01</b>	<b>5/00</b>	<b>6/99</b>
<b>SCHOOL SCORES</b>					
<b>TOTAL Mean Scale Score</b>	<b>760</b>	<b>757</b>	<b>749</b>	<b>753</b>	<b>745</b>
<b>Level 4</b>	<b>48.6%</b>	<b>47%</b>	<b>36%</b>	<b>38%</b>	<b>28%</b>
<b>Level 3</b>	<b>95.9%</b>	<b>94%</b>	<b>88%</b>	<b>93%</b>	<b>78%</b>
<b>Level 2</b>	<b>99%</b>	<b>98%</b>	<b>98%</b>	<b>100%</b>	<b>95%</b>
<b>Level 1</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Number of students tested</b>	<b>188</b>	<b>212</b>	<b>167</b>	<b>154</b>	<b>145</b>
<b>Percent of total students tested</b>	<b>98</b>	<b>98</b>	<b>99</b>	<b>96</b>	<b>98</b>
<b>Number of students excluded</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>3</b>
<b>Percent of students excluded</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>2</b>

New York State mandates tests in grade 8.