

2002-2003 No Child Left Behind---Blue Ribbon Schools Program
Cover Sheet

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

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

School Mailing Address 12 Hewlett Avenue
(If address is P.O. Box, also include street address)

Rye New York 10580-3224
City State Zip Code + 4 (9 digits total)

Tel. (914) 967-6100 ext. 295 Fax (914) 921-0487

Website/URL http://ryecityschools.lhric.org/milton/milton.htm Email nardonej@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.

Date
(Principal's Signature)

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

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

District Name Rye City School District Tel. (914) 967-6100 ext. 271

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.

Date
(Superintendent's Signature)

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.

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

NCLB/BRS Application

PART I -ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II- DEMOGRAPHIC DATA

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

1. Number of schools in the district:
- 3 Elementary schools
 - 1 Middle school
 - 0 Junior high schools
 - 1 High school
 - 1 Alternative High School
 - 6 TOTAL

2. District Per Pupil Expenditure: \$17,067.33

Average State Per Pupil Expenditure: \$11,871.00

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. 3.5 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 Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	35	16	51		7			
1	40	22	62		8			
2	24	31	55		9			
3	32	30	62		10			
4	32	33	65		11			
5	24	21	45		12			
6					other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					340

6. Racial/ethnic composition of the students in the school:

87.64 % White
0.59 % Black or African American
3.53 % Hispanic or Latino
8.24 % Asian/Pacific Islander
0 American Indian/ Alaskan Native

100% TOTAL

7. Student turnover, or mobility rate, during the past year: 2.71 %

(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.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	332
(5)	Subtotal in row(3) divided by total in row (4)	0.027
(6)	Amount in row (5) multiplied by 100	2.71

8. Limited English Proficient students in the school: 6 %

19 Total Number Limited English Proficient

Number of languages represented: **8**

Specify languages: **Dutch, French, German, Japanese, Russian, Spanish, Swedish, Swiss**

9. Students eligible for free/reduced-priced meals: .03%

1 Total Number Students Who Qualify

If this method is not 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: 4 %
15 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>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>3</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </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>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u>7</u>
Paraprofessionals	<u>10</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>38</u>	<u>7</u>

12. Student-"classroom teacher" ratio: 20:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.23	95.96	95.80	96.56	96.48
Daily teacher attendance	93.2	95.1	94.5	95.6	96.0
Teacher turnover rate	.13	.09	.2	.19	.1
Student dropout rate					
Student drop-off rate					

PART III- SUMMARY

The mission of Milton Elementary School in Rye, New York is to ensure that every student becomes a life-long learner, capable of adapting and thinking in a global environment as a self-reliant and socially responsible citizen by engaging in a challenging, personalized program that maximizes the individual's talents and potential.

Milton School provides a rigorous academic curriculum that includes language arts, mathematics, science and social studies, as well as physical education, health, library sciences, art and music. The use of educational technology is integrated throughout the curriculum. Our primary goals each academic year are to meet or exceed New York State Standards in every content area and to develop the unique talents and abilities of every student in grades kindergarten through fifth grade.

A thorough analysis of our school's test and assessment data, both annually and longitudinally enables us to chart a course for the future and the present, and to continuously monitor our progress in achieving our goals. Several times each year the Principal meets with the Deputy Superintendent for Curriculum and Instruction to analyze our school's progress on various assessments such as the New York State English Language Arts, Mathematics, and Science tests on grade four, the Social Studies test on grade 5, and our district-administered Educational Records Bureau Writing Test on grades three through five, and the CTPIII battery on grades two through five.

The Principal presents the results of these assessments to the entire faculty and to grade-level teams, support specialists, and special-area teachers. The teachers, in collaboration with the Principal, set school and grade-level goals. The results of these assessments are also presented to the parent body throughout the year. In addition, parents receive progress reports three times per year and meet with their child's teacher on a weekly basis to discuss their children's progress in targeted areas.

Our exemplary faculty is trained in state-of-the-art research and practice. They instruct their peers through in-service courses, serve as mentors, design curriculum and local assessments, and analyze class and individual student data. We are pleased with the plethora of interdisciplinary units designed in recent years by our faculty. These units develop the talents of each child through curriculum differentiation, incorporate instruction in the arts and effective use of technology, and promote student writing and self-reflection.

Milton School is characterized by the positive climate that pervades the building. Each student, teacher, and member of our staff is respected and valued. The teachers provide a warm, nurturing classroom environment where each child's talents are appreciated and developed fully. Our focus on "Habits of Mind" encourages our students to set high expectations for themselves, to reflect on their progress, and to achieve their own individual educational goals identified in collaboration with their teachers and parents at the onset of the school term.

The key to our success thus far, is the strong partnership we maintain with our parent body. Milton School parents participate in all aspects of our instructional program from school governance as members of our Excellence Team, to assisting teachers in classrooms through the Teacher Assistance Program, to funding our extensive Cultural Arts Program, class trips and extracurricular clubs. Parents also participate on several curriculum committees and the Design Committee for our new building renovations. They also assist with our Character Education initiative by leading student groups in service to community organizations.

We take great pride in the reputation our school has earned during its 105-year history, and delight in the challenge of educating the leaders of tomorrow.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. In New York State the English Language Arts (ELA) and Mathematics exams are administered to all fourth grade students. Four levels of performance were established for these two tests. For English Language Arts, students at Level 4 exceed state standards; these students "consistently demonstrate understanding of written and oral text beyond the literal level. They can analyze and interpret a variety of texts, identify significant story elements, compare and synthesize information from related texts, and form insightful opinions, using extensive supporting details." Level 3 students meet state standards. These students: "demonstrate understanding of written and oral text with some attention to meaning beyond the literal level." Students at Level 2 do not meet state standards; these students "demonstrate partial understanding of written and oral text at a literal level." Students at Level 1 demonstrate severe deficiencies in language arts development; these students "demonstrate minimal understanding of written and oral text." As our data indicate, the percentile of students at the mastery level (Level 4) on the ELA exam has increased steadily over the last three years: from 38% in 1999-2000, to 49% in 2000-2001, and last year to 80%. In addition, the percentile of students at Level 2 decreased from 3% to 2% to zero. No students were at Level 1 during this time period.

For mathematics, students at Level 4 exceed state standards. Some of the skills they are able to master include: "ordering decimals; identifying place value; using percent; using estimation; applying graphical data; predicting effect of a biased sample; describing patterns; explaining reasoning; drawing conclusions; and, analyzing situations." Students at Level 3 meet state standards. They "consistently solve multi-step problems; identify odds/evens; order fractions; interpret real world data; and justify a reasonable solution." Students at Level 2 do not meet state standards. They "use basic facts for all operations and extend and describe simple patterns." Students at Level 1 demonstrate severe deficiencies in performance. They "may use basic addition and subtraction; identify numbers; and understand that some events are more likely than others." As evidenced by our data, the percentiles of students at the mastery level in math over the last three years have ranged from 54% to 84% while the percentile of students at Level 2 decreased from 3% in the first year to zero in the two subsequent years. No students were at Level 1 during this time period.

During these three years, the only students who were excluded from testing were students who were in an English Language School System fewer than two years and identified as "Limited English Proficient" (LEP) as evidenced by the Language Assessment Battery (LAB) (used in 1999-2000) and the Gates/McGinitie Reading Test (used in 2000-2001 and 2001-2002). All LEP students excluded from the New York State Language Arts exam in 1999-2000 and 2000-2001 due to limited English language skills made sufficient yearly progress, as determined by the New York State Education Department, either by demonstrating progress on the spring LAB or by demonstrating a 5 percentile point NCE gain on the spring Gates/McGinitie Reading test. In mathematics students excluded due to limited English language skills during these two years were administered unit tests supplied by the McGraw Hill, Math in My World, 1999 text to ensure that these students achieved at the "proficient" level. The number of students excluded from testing was reduced each year, from three, to one, to zero and the percentile was reduced from 7.5 % to 2.3% to zero. All students achieved the required target.

PART IV INDICATORS OF ACADEMIC SUCCESS

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Milton School, utilizes the following tests and assessments to improve student and school performance: Kindergarten Inventory of Developmental Skills; Kindergarten Phonemic Awareness Test; Qualitative Reading Inventory for grades K-5; NYS ELA, Math, Science (grade 4); NYS Social Studies Assessment (grade 5); Comprehensive Testing Program for grades 2-5; and, the Educational Records Bureau Writing Test for grades 3-5. In addition, all K-5 students have an individual Language Arts Portfolio of Assessments that address the areas of listening, speaking, reading, and writing.

The Principal, in collaboration with the Deputy Superintendent for Curriculum and Instruction analyze school assessment results in all areas relative to the other schools in the district and similar, high-achieving suburban and independent schools. Areas of strength and weakness are identified for each sub-category based on an item analysis for each test.

Next, the Principal meets with the Team Leader and Literacy Team Co-Chairs to analyze building results further and to develop a joint presentation to the faculty at large. At this time overall school goals are established along with responsibility centers and time-frames for implementation. Further analysis is accomplished at each grade level and for each class. Teachers at each grade level and support teachers meet with the Principal to set specific targets for improvement in language arts, math, science, and social studies. Each teacher prepares a class plan for improvement identifying the strengths and weakness of the class and prepares a plan of action including resources required, instructional strategies and materials to be used, and time-frame for implementation of each component. Teachers also meet with parents to develop individual goals for their students based on test and assessment data. The school Literacy Team and Child Study Team, composed of teachers at each grade level, reading specialist, library media specialist, School Psychologist, and Principal, discuss progress relative to goals for each grade level and for students requiring Academic Intervention Services, English as a Second Language, and Special Education Services. Materials and strategies are recommended and new initiatives developed to address identified academic, social, and emotional needs. The teams also recommend strategies for the home.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the school community.

After the results for each test are obtained and analyzed by administrators and teachers, presentations are prepared for parents. Results are presented at Parent Teacher Organization meetings throughout the year, and also provided through the school newspaper "Bugle," and through weekly mail to parents "Back-Pack Mail." Further, test results are discussed at building-level Excellence Team meetings. The Excellence Team is led by the Principal and includes the Faculty Representatives, Parent Teacher Organization Co-Presidents, teachers, parents, and members of the community. Results of all testing and assessment are also published in the district "Report Card" sent to the entire community.

In addition, parents receive Progress Reports on their children three times per year, and attend conferences with teachers formally twice per year and informally on a weekly basis to receive updates on their children's progress on tests and assessments, class work, homework, and special projects.

Further, throughout the year, the Deputy Superintendent for Curriculum and Instruction is invited to present to the entire Milton School parent body student test results for the school and district.

Additionally, at the end of the school year, the Principal presents a "State of the School" report to parents and community at a public Board of Education meeting. This presentation is now televised on local cable

television. The presentation includes results on all tests and assessments throughout the year, special initiatives implemented during the year, and awards received by teachers and students.

Finally, teachers hold individual student conferences throughout the year with each child to review areas of strength and those in need of improvement for all academic areas. In addition, test and assessment results are used continuously to modify students' individual goals in each subject area.

PART IV INDICATORS OF ACADEMIC SUCCESS

4. Describe in one-half page how the school will share its successes with other schools.

A team consisting of the Principal, Deputy Superintendent, and representative members of the faculty, staff, and parent body will develop a presentation on our “Road to Success.” Components, such as use of test and assessment data to improve student performance, professional development and supervision of faculty, curriculum design, parent-school partnerships, fund-raising, effective use of resources, and importance of communication with all constituencies, will be included in the presentation. Samples of students’ work, a brochure, and accompanying rubrics also will be presented.

This team will present at various local, state, and national forums, such as Association for Supervision and Curriculum Development (ASCD), National Association of Elementary School Principals (NAESP), National Council of Teachers of English (NCTE), International Reading Association (IRA), National Council of Teacher of Mathematics, (NCTM), etc. The presentation will also be made at local educational conferences such as Board of Cooperative Educational Services (BOCES), local curriculum councils, and through the local cable network. Other school representatives will be invited to visit our school through our school web page and by personal contact with school leaders. In addition, our teachers will participate in teacher exchanges/inter-visitations with those from other schools.

PART V- CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The Rye City Schools, including Milton School, provide a rigorous curriculum in all subject areas including language arts, mathematics, social studies, science, health education, physical education, library science, computer instruction, art and music. We adhere to New York State Standards in all curriculum areas, and our overriding goal is to meet or exceed these standards in each content area. Every student in grades kindergarten through grade five is expected to meet or exceed these standards, including students identified as second language learners and those having disabilities.

We incorporate differentiation of instruction into all subject areas since we are cognizant that students have varied interests, learning styles and needs. The minimum level of differentiation is the level that meets the state standard; however, our students are provided multiple opportunities to exceed the standard through methods such as, tiered assignments, curriculum compacting, flexible grouping, and providing choices of projects based on interests.

In language arts the curriculum focuses on using language for: "information and understanding; literary response and expression; critical analysis and evaluation; and, social interaction." At each grade level the language strands of listening, speaking, reading, writing and presenting are integrated into all subjects. Writing plays a critical role in the language arts program. Students write in a variety of genres, such as a persuasive essay on a social studies theme, a Haiku poem during the study of world communities, a science lab dealing with ecology, or a letter to a local official addressing a community issue. Every student keeps a writing journal and reflects on his/her writing throughout the year using specially designed rubrics that are locally developed, as well as those furnished through Educational Records Bureau.

At Milton School, our students are expected to: "understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry." Our mathematics curriculum focuses on advanced problem solving and explanation of one's thought processes and solutions to problems. Students use manipulatives to solve complex problems, such as Cuisenaire rods to compare parts to a whole or tiles to create geometric figures. The Chicago Math Program introduces sophisticated concepts to students beginning in kindergarten and then reinforces concepts for expansion at each succeeding level. Teachers incorporate a variety of strategies and materials such as games, cooperative learning, written and verbal explanations of reasoning, peer partnerships, and multiple approaches to solving problems. Instructional technology plays an important role in the math program from assisting students with advanced computation, to constructing data bases, charts and graphs.

The science curriculum emphasizes "understanding and application of concepts, principles, and theories pertaining to the physical setting and living environment and recognition of the historical development of ideas in science." Students adhere to scientific methods of inquiry and explain their results both orally and in writing. Our fourth and fifth graders participate in a science fair in which they research a topic of their choice and produce an experiment to test their hypotheses.

The social studies curriculum focuses on using a variety of intellectual skills in the study of the history of the United States and New York, world history, geography, economics, and civics/citizenship/government. Primary sources are used to analyze specific problems.

PART V- CURRICULUM AND INSTRUCTION

2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Milton School employs a balanced reading program which emphasizes the integration of listening, speaking, reading and writing, and is consistent with New York State Standards. Students must demonstrate what they “know and are able to do.” This approach was selected by the District Language Arts Committee after careful review of current research and practice in the field. The reading program takes place in a communication-rich environment. A wide range of literary genre is utilized including: short stories, novels, content area (non-fiction) books, poetry, newspapers and magazines, charts, songs, nursery rhymes, etc. An extensive literature framework was developed and implemented. This framework includes core books required of students on grades 3-5, and selections of recommended books for all students reading on and above grade-level. In addition to trade books, classroom materials include: text books, the Spotlight on Literacy Anthology (McGraw Hill), special reading programs, such as Merrill Linguistic Reading Series, and text and electronic reference materials.

Children are taught word analysis and comprehension skills beginning in kindergarten. Students receive instruction in phonemic awareness, phonics, word analysis strategies, vocabulary development, “sight vocabulary” and a wide range of literal and inferential reading comprehension strategies. Guided, shared, and independent reading activities are used.

A district-developed scope and sequence of skills is followed for students in K-5 and all students have a language arts portfolio of assessments including speaking, listening/writing, and reading/writing tasks, and QRI or DRA to inform instruction continuously.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The social studies curriculum is based on our belief that social studies is an interdisciplinary field which allows students to formulate ideas about the community and the world around them, and to use that knowledge to enhance their life experiences as a responsible citizen in a democratic society. This curriculum is consistent with our mission to enable each student to adapt and think in a global environment as a self-reliant and socially responsible citizen.

Our social studies curriculum engages the students in five perspectives: historical, geographic, economic, political, and social. A kindergarten through grade five scope and sequence of skills was developed to address intellectual skills, such as weighing the significance of evidence; understanding major systems; asking and answering analytical questions; and, formulating rational conclusions. Language arts skills are fostered throughout the social studies curriculum. For example, students engage in sophisticated research and writing projects; classroom debates; characterization of historical figures/role-playing/plays, mock campaigns and elections; and individual and group presentations. In addition, students in grades 3-5 answer document-based questions based on analysis and synthesis of multiple sources. Effective teaching practices, such as curriculum differentiation, and use of data, are fostered throughout curriculum development.

Several interdisciplinary units of study were developed on each grade level to address these content standards and skills. For example, on third grade students are provided an extensive unit of study on Japan that includes: geography, including map-making; writing of Haiku poetry; sharing of beliefs and traditions with Japanese pen pals; study of Japanese music and art; and research papers and Power Point presentations on one aspect of culture, such as belief systems; traditions; architecture; clothing; and food.

One important strand of the social studies curriculum is appreciation of all cultures, peoples, and religions. Our international students play a special role in sharing their traditions, cultures and heritage. Parents and members of the community frequently serve as cultural mentors and guest speakers.

Finally, our Character Education initiative requires that all students participate in community service activities and/or serve on the Student Council.

PART V- CURRICULUM AND INSTRUCTION

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

At Milton School our mission is to meet the needs of all students and to bring each child to the highest level of achievement possible in all subject areas. Through differentiation of instruction teachers diagnose students' individual needs, such as readiness, learning style, motivation, interests, and confidence, and employ a variety of strategies to address those needs. Teachers develop "challenging and engaging tasks for each learner; provide flexible approaches to content instruction and products; meet curriculum standards and requirements for each learner; establish learner-responsive and teacher-facilitated classrooms; and, provide opportunities for students to work in varied instructional formats."¹

In designing units of study and lessons, teachers use a matrix plan that combines Bloom's Taxonomy, (to enable each child to develop higher order thinking skills) and Gardner's Multiple Intelligences (to address each child's primary ways of learning and thinking). Teachers employ strategies such as tiered assignments, flexible grouping, and curriculum compacting.

Further, in designing curriculum, teachers use "backward design," i.e., "They start with the desired results (goals and standards) and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform."² Units of study focus on student outcomes and methods to achieve those outcomes through essential questions, differentiation of instruction, and formative and summative assessment of the evidence of learning, or performance. Rubrics are used to enable students, teachers, and parents to understand what is expected to reach the highest levels of achievement. In addition to teachers' grades, students rate their own work and that of their classmates using these rubrics.

Finally, teachers pay careful attention to students having special challenges and provide opportunities for multi-sensory learning, such as kinesthetic, oral, aural, and visual activities.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

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 Vision, Mission, Strategies and Outcomes of the Rye City School District." The district Professional Development Team (PDT) reviews the alignment of the district's professional development activities with New York State Standards and assessments, students' needs, and teacher capacities; and evaluates the scope of the activities and the impact of professional development on student achievement and teacher practices.

One of the recommendations of the PDT was the establishment of the "Effective Teaching Institute" required of all teachers. This institute focuses on best teaching practices and curriculum design based on current research. Participants review the research of noted theorists such as Benjamin Bloom, Howard Gardner, Carol Ann Tomlinson, Grant Wiggins, and Jay McTighe, and are trained in "backward curriculum design strategies." Interdisciplinary units of study designed and implemented by the teachers focus on essential questions, outcomes, differentiation of instruction, and assessments.

In addition to the institute, each year teachers participate in several workshops addressing specific content areas. For example, this year our teachers participated in math workshops pertaining to the Chicago Mathematics Program and effective practices in the field including use of manipulatives. Further, all

¹ Differentiation of Instruction in the Regular Classroom, Diane Heacox, 2002.

² Understanding by Design, Grant Wiggins, Jay McTighe, 1998.

teachers new to the school or who are changing grades have an individual mentor. The mentor provides demonstration lessons on mutually-agreed upon topics or topics recommended by supervisors, assists with lesson and unit planning, facilitates analysis of classroom data, and “critiques” the mentee’s lesson in a collegial manner. The Principal also trains teachers in a host of topics such as development of "Habits of Mind" to enable students to have the motivation and mindset required for high levels of achievement. The Principal also works with each teacher to set professional goals for the year.

**APPENDIX
MILTON SCHOOL
THE RYE CITY SCHOOL DISTRICT**

STATE CRITERION - REFERENCED TESTS

New York State 4th Grade
English Language Arts Assessment

	2001-2002	2000-2001	1999-2000
Testing Month	2/02	2/01	2/00
SCHOOL SCORES			
TOTAL			
Mean Scale Score	732.0	694.5	695.7
Level 4	80%	49%	38%
Level 3	20%	49%	59%
Level 2	0%	2%	3%
Level 1	0%	0%	0%
Number of students tested	49	43	37
Percent of total students tested	100%	97.7%	92.5%
Number of students excluded	0	1	3
Percent of students excluded	0%	2.3%	7.5%

**MILTON SCHOOL
THE RYE CITY SCHOOL DISTRICT**

STATE CRITERION - REFERENCED TESTS

New York State 4th Grade
Mathematics Assessment

	2001-2002	2000-2001	1999-2000
Testing Month	5/02	5/01	5/00
SCHOOL SCORES			
TOTAL			
Mean Scale Score	691.6	694.9	692.8
Level 4	77%	84%	54%
Level 3	23%	16%	43%
Level 2	0%	0%	3%
Level 1	0%	0%	0%
Number of students tested	47	43	37
Percent of total students tested	100%	97.7%	92.5%
Number of students excluded	0	1	3
Percent of students excluded	0%	2.3%	7.5%

