

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ___ Elementary Middle ___ High ___ K-12 ___ Charter

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

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

School Mailing Address 105 Casey Road
(If address is P.O. Box, also include street address)

East Amherst, NY 14051-5000
City State Zip Code+4 (9 digits total)

County Erie State School Code Number* 140203060012

Telephone (716) 626-8585 Fax (716) 626-8562

Website/URL www.williamsvillek12.org E-mail fmcgreevy@williamsvillek12.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. Howard Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamsville Central Schools Tel. (716) 626-8000

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 Mrs. Ramona Popowich
(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 I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district: ___6___ Elementary schools
 ___4___ Middle schools
 ___3___ High schools
 ___13___ TOTAL
2. District Per Pupil Expenditure: ___\$11,126___
 Average State Per Pupil Expenditure: ___\$13,826___

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 Number of years the principal has been in her/his position at this school.
4 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	111	101	212
K				8	126	119	245
1				9			
2				10			
3				11			
4				12			
5	87	83	170	Other			
6	109	87	196				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							823

6. Racial/ethnic composition of the students in the school: 89% White
3% Black or African American
2% Hispanic or Latino
6% Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	818
(5)	Total transferred students in row (3) divided by total students in row (4)	.028
(6)	Amount in row (5) multiplied by 100	2.8

8. Limited English Proficient students in the school: >1%
5 Total Number Limited English Proficient
 Number of languages represented: 5
 Specify languages: Arabic, Thai, Ukraine, Russian, Japanese

9. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 60

If this method does not produce an 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: 12 %
99 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism 1 Orthopedic Impairment
1 Deafness 16 Other Health Impaired
0 Deaf-Blindness 61 Specific Learning Disability
7 Emotional Disturbance 11 Speech or Language Impairment
0 Hearing Impairment 0 Traumatic Brain Injury
0 Mental Retardation 0 Visual Impairment Including Blindness
2 Multiple Disabilities

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>0</u>
Classroom teachers	<u>61</u>	<u>6</u>
Special resource teachers/specialists	<u>11</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>5</u>	<u>24</u>
Total number	<u>82</u>	<u>33</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 11:1

13. Attendance patterns: The high attendance rates at Casey indicate that there is a welcoming environment for students and staff. Teachers generally stay until retirement. The higher teacher turnover rate in 2004-05 was due to seven retirements.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	95%	96%	96%	96%
Teacher turnover rate	2%	8%	2%	3%	4%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

PART III - SUMMARY

Our mission at Casey is to provide a positive learning environment, which promotes sound academic and social values while preparing students to meet future challenges as responsible citizens.

The teachers and administrators at Casey Middle School are dedicated to helping all students reach their academic potential as well as developing their character. Character education is infused into daily instruction and supported by a number of initiatives in the building. We have a challenging curriculum with high expectations for all students which is delivered in an atmosphere where academic achievement is valued. Classroom instruction is varied with hands-on activities, research opportunities, whole-class and small-group instruction, and the integration of technology.

Students are engaged in interactive lessons which seamlessly integrate effective teaching strategies along with appropriate technology to help students reach educational objectives. Research-based strategies that positively affect student achievement are used by many teachers. For example, students are taught to use note taking and summarizing skills, to look for similarities and differences, and to generate and test hypotheses. Teachers set specific objectives and provide feedback to students as well as reinforce effort and provide recognition for student accomplishments. Role play situations such as trials, debates, or reenactments actively involve students in the learning process. Electronic whiteboards and student response systems are used to engage all students and provide feedback to inform instruction. In our computer labs, students synthesize content into meaningful products such as brochures, presentations, newspapers, videos, and websites. Several classrooms have projectors and electronic whiteboards.

A wide variety of enrichment opportunities are provided to students including intra- and extra-mural sports, instrumental music, chorus, clubs (art club, community service clubs, math, science and literary clubs, magic/card club, chess/game club, rockets and robot club, technology triage team) and academic competitions (i.e. Math Olympiad, National Spelling and Geography Bees, Future Cities, Exploravision) which extend the curriculum. In addition the parent-teacher organization plans social events for students.

Collaboration is one of the key ingredients to student success. Students at each grade level are divided into smaller teams which allows our guidance and counseling staff to work closely with teachers and parents to meet specific student needs. School level specialists and district level instructional specialists regularly collaborate with classroom teachers to plan lessons to differentiate instruction so that the needs of all students are met. A gifted specialist, library-media specialist, reading and math specialist, and technology facilitator also co-teach lessons with classroom teachers. Our guidance staff consisting of three guidance counselors, a social worker, and a psychologist work with students, teachers, and parents.

This teaming and collaboration is also valuable in meeting the needs of special education students as there is a strong emphasis on communication between special education and general education teachers. A variety of avenues for special education needs are available as appropriate including 15:1 classrooms, resource rooms, and co-taught classes. Our child study team meets regularly to review the appropriateness of all placements.

Our shared decision-making team comprised of parents, a community member, staff, and administration develops short and long-term goals for the school based on the results of state and local assessments. Character development is also a focus of this team.

Our building committees analyze and plan for building needs in relation to our mission. The team leader cabinet of teachers and administrators meets regularly to resolve problems, communicate, and plan building initiatives. The wellness committee plans programs such as the "No Put Downs" assembly run by students and "The 2 Smart 2 Start" program presented to the fifth graders by the eighth graders. The literacy team also has a strong impact on the direction our school takes regarding the improvement of reading and writing across all curricular areas. Reform efforts currently focus on character development and student literacy. All teachers in the building are working on developing students' reading and writing skills.

The Casey community works together to help students reach their full potential in an atmosphere which celebrates success and has high expectations of students and staff. The emphasis is on the richness and joy that can be found in learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: (See Tables 1-8 in Section VII)

Casey Middle School is proud of the fact that across all four grade level state math assessments for 2005-06, 89% of all Casey students met or exceeded the standards and that 93% of all of our eighth grade students met or exceeded the standards. On the NYS 2005-06 English Language Arts assessment, 84% of all Casey students met or exceeded the standards, and 84% of our 8th grade students met or exceeded the standards. Our ELA scores have consistently increased for the past four years, and our math scores increased significantly from 2001-2004 and have continued to remain high.

The tests used to determine proficiency are the New York State assessments which are aligned with the state standards and are scored on a 4-point scale. Until last year, the state tests were administered only to the 8th graders in our school. As a result, comparable test results over the past five years is only available for 8th graders. Beginning last year, all grades (5-8) were tested. Students scoring 3 and above meet the state standards, students scoring 4 exceed the state standards. Students scoring below level 3 in our school district are eligible to receive academic intervention services (AIS). More specific information about the tests can be found at: <http://www.emsc.nysed.gov/osa/home.html>.

Tables 1-8 show that 90% of our 5th grade students performed at level 3 or 4 for the 2006 ELA New York State assessment, 84% of our 6th and 8th grade students performed at that level, and 78% of our 7th grade students performed at level 3 or 4. A higher proportion of special needs students in 7th grade may have contributed to the slightly lower scores at that level. There are 33 special education students in 7th grade compared to 16 in 8th and 23 in 5th and 6th grade. The percentage of special education students in 7th grade who met or exceeded the standards was similar to 8th grade (30% compared to 31%), however since the number of special education students was more than doubled, the total percentage of 7th grade students who performed at level 3 or 4 was lower. We are attempting to improve special education student performance by scheduling students for summer school and/or AIS classes in addition to their resource room classes. Our teachers met with district instructional specialists to review overall results of the assessments and then looked up individual results of students to target specific needs.

Table 7 shows that 94% of our 5th grade students performed at level 3 or 4 for the 2006 New York State math assessment. In addition, 92% of our 8th graders, 84% of our 6th graders, and 88% of our 7th graders performed at that level. While all four of these scores are high, the difference in the 6th and 7th grade scores may be due to the lower scores of our special education population. There are 24 special education students in 6th grade and 34 special education students in 7th grade compared to only 16 in 8th grade and 23 in 5th grade. The percentage of students who scored at the level 3 and 4 level is considerably lower in 6th (29%) and 7th (44%) grades than in 5th (78%) and 8th (56%) grades. To improve student achievement in special education, we went to a co-teaching model for math. This model allows for the attention of two certified teachers (the special education teacher and the general education teacher). It also allows for flexible grouping to meet student needs based on on-going formative assessment data. Small groups of students with similar needs can be formed on a just-in-time basis. Our district focus of using research-based strategies and differentiating instruction is helping our teachers use formative assessment to identify student needs and deliberately plan for the different needs of their students.

2. Using Assessment Results:

As mentioned previously, all students who score below level 3 in math or ELA on the state tests receive academic intervention services. Additional criterion such as teacher recommendation and local assessments are also used to determine eligibility for AIS. Students receive a variety of services appropriate to their needs. Most students meet with a qualified teacher every other day for 45 minutes in small group instruction targeted toward their needs as determined by the NY State test results and common district summative assessments including local exams, writing samples, and other Williamsville assessments.

The assessment results are also used by teachers to diagnose the learning needs of all students in their classes. There are three sources of assessment data that teachers may access. A Williamsville

Information Tracking System (WITS) houses a database of district student data accessible by teachers where they can access individual student scores for specific items as well as a variety of summary reports for their classes. This data can be used for formative assessment in order to inform the planning process of teachers.

The other two sources are state websites. Teachers have been trained on how to look up assessment data for the school as it compares to other schools in the district and other districts in the region. Links are available to provide specific lesson ideas for any standard that teachers would like to focus on based on the data. The data can be used by teachers to analyze the needs of our students as a group.

In addition to accessing data to make day-to-day decisions about teaching, subject area teachers meet regularly with the district instructional specialists to review and analyze data and to develop plans for improvement.

3. Communicating Assessment Results:

Assessment results are communicated to the staff, parents, students, and the community at large. District Instructional Specialists meet with teachers to analyze assessment results and plan instruction to address the weaker areas. The principal is also aware of these efforts and promotes whole-school efforts to address these areas. For example, writing across the curriculum is a focus that is being championed by the school literacy committee to address the need for additional opportunities for students to improve their writing skills in all curriculum areas.

School team leaders also review assessment results and beginning this spring will be required to develop a plan to address areas of concern. The principal also encourages grade level teams to meet to analyze state assessment results as well as student work as a formative assessment effort to plan appropriate instruction based on student needs.

In addition to the teachers having access to the state assessment data, a letter is sent home to the students and parents with the scores and an explanation of what they mean. If parents have any questions, they may contact a guidance counselor to help them understand the results of the assessments.

The results of the state assessments are presented to the district school board in an open meeting which allows the community access to the state assessment information. In addition, the local newspaper, *Buffalo News*, and a periodical, *Business First*, publishes the state assessment results for area schools. *Business First* ranks all Western New York schools based on the results of the New York State assessments. Out of 144 middle schools, Casey ranked third being topped by only two area schools, one of which is an Honors school.

4. Sharing Success:

Administrative meetings are held regularly which affords principals and district administrators the opportunity to share programs, strategies, and ideas among schools. Effective programs and strategies can then spread to other schools within the district.

Similarly, teachers are given opportunities to share successful strategies through a variety of inservice courses offered by the Williamsville Teacher Center. Instructors of these courses are teachers who share successful strategies and their implementation with others.

Our district induction/mentoring program helps teachers in their first three years to develop effective research-based teaching strategies. Mentor teachers share their expertise with new teachers and guide them as they apply these strategies in their classrooms. Regularly-scheduled whole-day sessions are held which provide opportunities for the new teachers to share their successes with the whole group.

Teachers and administrators also share strategies and ideas with other districts at BOCES meetings and state or national conferences. These presentations allow them to share successes with professionals from other districts locally and across the state and nation. (Examples: Erie I BOCES Technology Integrator's Forum, NYSCATE State Conference, NAGC National Conference)

Representatives of other local middle schools have visited Casey to review the various facets of our program as they recognize our success and wish to learn from us.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Williamsville curriculum is all based on the New York State standards. District curricula operationalize the abstract standards which make them more specific and easier to assess within classroom and district assessments. The Williamsville curriculum details the content knowledge and process skills that all students should know, understand, and be able to do.

The district math curriculum is based on the New York State five key strands. District math assessments are modeled after the NYS assessments. The curriculum is differentiated according to student needs. Academic Intervention Services are provided to students in need of additional support. Review sessions before and after school are also offered to all students. An accelerated curriculum is offered at grades 6-8. Grade 7 students in the accelerated program cover a compacted 7th/8th grade curriculum, and the 8th grade students take accelerated Math A. An additional 8th grade honors course is offered with an enriched 8th grade curriculum. Supplementary math opportunities include math club, Math Olympiads, and participation in the *Problem of the Week* through Drexel University Math Forum. Technology is integrated into the math curriculum in a variety of ways. RM Math software along with handheld electronic chalkboards and student response systems make lessons interactive. Our math teachers also use manipulative programs such as *Hands on Equations* to enhance algebraic problem solving.

In science classes, students use inquiry-based activities and problems that allow them to pose questions and to seek answers using the scientific method. As students pursue answers to questions, they are involved in the actual work of science; and they develop their skills of making observations, forming hypotheses, testing explanations through experimenting, gathering data, drawing conclusions, and making inferences. The science program in Williamsville develops students' scientific literacy so that they are able to meet the challenges and demands of our increasingly science-oriented and technology-driven world.

The Social Studies curriculum in the Williamsville School District covers a broad span of content while developing each student's skills of reading, writing, researching content, analyzing content and synthesizing material. There is an intentional focus on writing and vocabulary in the lessons. Project work and *History Alive* lessons help students synthesize the social studies content and create meaningful learning experiences (i.e. trials, debates, research projects, online scavenger hunts, presentations, and role playing simulations). A yearly reenactment of the Titanic disaster is held in the library. After a week of conducting research in English and Social Studies classes 8th grade students and teachers come to school in costume and take on roles of the Titanic crew and passengers.

Our foreign language program (Languages Other Than English) is part of our core curriculum in grades 5-8. French and Spanish are taught as full year courses beginning in the 5th grade. Students meet daily for all four years in middle school. The LOTE curriculum for all four middle school grade levels is based on the NYS Standards for LOTE. Students receive instruction in communication and culture. Listening, speaking, reading and writing skills are taught and spiraled up through each grade level 5-8. All students earn high school credit for one year of second language study by taking the state LOTE proficiency exam as 8th graders.

Our art program consists of a required curriculum for all students in grades 5-8 which is aligned with the New York State Learning Standards in the Arts. Students also receive instruction in computer art as a part of their required curriculum. Fifth graders learn vector drawing, sixth and seventh graders begin to use image-editing software, and eighth graders learn to use computer animation software.

Students in sixth-eighth grade also receive daily instruction in home and careers and technology education for 13 weeks per year. In addition, we have a full music program with bands, choruses, and orchestras for all grade levels with instrumental music instruction as well as classroom music for all students in grades 5 and 7. All students take physical education in grades 5-8 and health in grade 8.

2.a. Reading:

Casey encourages students to read regularly. Our sustained, silent reading program was initiated as a result of our literacy team initiative to increase students' independent reading. The entire school reads silently for twenty minutes three days a week, for a total of one hour of silent reading each week. Students

choose their own books to read for this time, but may read novels currently assigned for classes or reading logs. As part of the reading program, children are required to read 25 books per year. Log sheets and book reflection sheets are completed by each child and maintained through teacher conference and feedback. The main resource for reading instruction in grades five and six is Houghton Mifflin Reading which addresses multiple reading levels among learners in a single grade, teaches strategic reading instruction, and addresses the content standards of NYS. The program contains a wide variety of reading texts and genres from expository text to both fiction and non-fiction narrative. The readings are interdisciplinary and are not limited to “literature” readings alone. Students are given opportunities to learn text features and are expected to use reading to acquire information. Students are challenged to make connections to text on a higher, more critical level. The textbooks are supported with trade books as well as speaking and writing tasks developed for each grade level. In grades 7 and 8 *The Elements of Literature, Course One and Two* are used as literature texts, supplemented with trade novels that cross the curriculum for social studies content or further study of important genre or themes. For example, students may engage in historical fiction writing relating to world war study, or create social justice multimedia presentations.

2.b. English:

Casey implements a balanced literacy curriculum, which engages students in daily reading, writing, listening, and speaking for a variety of purposes and with a variety of performances. Students are given writing tasks in all of the modes of writing: descriptive, narrative, expository, and persuasive. Attention is given to teaching both the process of writing and the process of reading for understanding through explicit instruction and practice. Students use critical thinking skills to discuss literature in small groups and in online discussion forums. Glencoe's *Grammar and Composition Handbook* is used at the 7/8 level; however, grammar is mainly taught in the context of writing. Students' work and progress are judged by rubrics aligned with NYS standards and performance indicators.

3. Additional Curriculum Area:

The Williamsville School District has developed K-12 technology standards which are integrated into all curriculum areas. All teachers in the school collaborate to help students develop a continuum of technology skills through content-based projects and activities.

- *Standard 1: The learner will demonstrate knowledge and skills in the use of computer and other technologies.* Basic skills including word processing and drill and practice activities in the earlier grades are built upon as students create multi-media slide shows, podcasts, computer-generated artwork, and websites in the later grades.
- *Standard 2: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply and communicate information.* Another major technology-related focus involves research skills including sorting through the deluge of information available, noting the important details, paraphrasing and summarizing the information, properly citing the work of others, and communicating the information in an interesting way.
- *Standard 3: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computers and other technologies.* Timely issues such as internet safety and plagiarism are directly addressed with students. The home and careers teachers teach awareness lessons on cyberbullying and other internet dangers. The library media specialist and technology facilitator work with classroom teachers to teach students how to avoid plagiarism by citing other's work correctly.

4. Instructional Methods:

Teachers throughout the building utilize a wide variety of instructional strategies that actively engage students in the learning process. Many Casey teachers have attended inservice courses on differentiated instruction based on the work of Carol Ann Tomlinson, the integration of technology, and research-based strategies based on the work of Robert Marzano (as detailed in the opening summary). As a

result, teachers use formative assessment to diagnose the needs of their students and plan lessons based on student needs.

Teachers integrate technology into their lessons when appropriate to help students use their higher level thinking skills to process the content. Several classrooms have projectors, electronic whiteboards, and student response systems that allow teachers to provide interactive lessons. In our two computer labs, students may take and organize their notes using a webbing software, work on research projects using online resources, use word processing software, or create multi-media presentations or short videos which include sounds, graphics, and animations. Through the district information tracking system website, students may discuss course content in small-group online forums, practice content using online flashcards, or access specific online resources gathered by the classroom teacher to supplement instruction.

5. Professional Development:

One of the keys to school improvement is staff development. Our staff development initiatives are all based on the needs of our students and teachers as determined by data analysis by our team leaders, literacy committee, staff development committee, and shared decision making committee as they plan for implementation of our mission. The focus at Casey is to ask ourselves “How are our students doing?”, “How do we know how they are doing”, and “How can we help them to improve?” These data analysis efforts focus on improving student performance.

The district and the Williamsville Education Center offer a variety of professional development opportunities. Specific content-related courses are offered as well as research-based teaching strategies and the integration of technology in order to improve student achievement. The Casey staff development committee plans one staff development day each year and uses faculty meetings, team leader meetings, and team meetings to address professional development needs related to our school goals of improving student performance.

In addition, two full days during the school year are planned by district curriculum specialists based on district initiatives in each curriculum area. These district initiatives stem from the data analysis process to improve student performance. A wide variety of courses are offered after school and in the summer through the Williamsville Education Center. Categories include specific content areas, technology, and general teaching strategies. The courses are all based on knowledge, skills, and understandings that teachers need to positively affect student achievement. All teachers are required to attend 21 hours of professional development per year outside the school day.

PART VI - PRIVATE SCHOOL ADDENDUM – N/A

PART VII - ASSESSMENT RESULTS

**Table 1: New York State 8th Grade Math Assessment Results (5 years)
McGraw-Hill Companies (2001-2005)**

	2005- 2006 March	2004- 2005 May	2003- 2004 May	2002- 2003 May	2001- 2002 May
Testing month					
SCHOOL SCORES*					
% At or Above Level 3*	92	95	93	83	89
% At Level 4*	33	41	39	30	31
Number of students tested	172	247	200	220	163
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES Special Education Students					
% At or Above Level 3	56	70	65	52	43
% At Level 4	0	4	12	9	7
Number of students tested	16	23	17	23	14

Table 2: New York State 8th Grade ELA Assessment Results (5 years)

McGraw-Hill Companies (2001-2005)					
	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	Jan.	Jan.	Jan.	Jan.	March
SCHOOL SCORES*					
% At or Above Level 3*	84	81	77	71	78
% At Level 4*	11	20	21	14	28
Number of students tested	173	244	199	217	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES Special Education Students					
% At or Above Level 3	31	24	42	26	31
% At Level 4	0	0	18	0	8
Number of students tested	16	25	17	23	13

**Table 3: New York State 7th Grade Math Assessment Results (1 year)
McGraw-Hill Companies (20015-2006)**

	2005- 2006	No previous state data available for this grade level.
Testing month	March	
SCHOOL SCORES*		
% At or Above Level 3*	88	
% At Level 4*	41	
Number of students tested	243	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES Special Education Students		
% At or Above Level 3	44	
% At Level 4	6	
Number of students tested	34	

**Table 4: New York State 7th Grade ELA Assessment Results (1 year)
McGraw-Hill Companies (2005-2006)**

	2005- 2006	No previous state data available for this grade level.
Testing month	Jan.	
SCHOOL SCORES*		
% At or Above Level 3*	78	
% At Level 4*	15	
Number of students tested	243	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES Special Education Students		
% At or Above Level 3	30	
% At Level 4	0	
Number of students tested	33	

**Table 5: New York State 6th Grade Math Assessment Results (1 year)
McGraw-Hill Companies (20015-2006)**

	2005-2006	No previous state data available for this grade level.
Testing month	March	
SCHOOL SCORES*		
% At or Above Level 3*	84	
% At Level 4*	30	
Number of students tested	209	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES Special Education Students		
% At or Above Level 3	29	
% At Level 4	8	
Number of students tested	24	

**Table 6: New York State 6th Grade ELA Assessment Results (1 year)
McGraw-Hill Companies (2005-2006)**

	2005-2006	No previous state data available for this grade level.
Testing month	Jan.	
SCHOOL SCORES*		
% At or Above Level 3*	84	
% At Level 4*	18	
Number of students tested	209	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES Special Education Students		
% At or Above Level 3	39	
% At Level 4	0	
Number of students tested	23	

**Table 7: New York State 5th Grade Math Assessment Results (1 year)
McGraw-Hill Companies (2005-2006)**

	2005-2006	No previous state data available for this grade level.
Testing month	March	
SCHOOL SCORES*		
% At or Above Level 3*	94	
% At Level 4*	45	
Number of students tested	195	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES Special Education Students		
% At or Above Level 3	78	
% At Level 4	13	
Number of students tested	23	

**Table 8: New York State 5th Grade ELA Assessment Results (1 year)
McGraw-Hill Companies (2005-2006)**

	2005-2006	No previous state data available for this grade level.
Testing month	Jan.	
SCHOOL SCORES*		
% At or Above Level 3*	90	
% At Level 4*	25	
Number of students tested	195	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES Special Education Students		
% At or Above Level 3	39	
% At Level 4	0	
Number of students tested	23	