

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [X] Middle [] High [] K-12 [] Charter

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

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

School Mailing Address 333 Union Avenue
(If address is P.O. Box, also include street address.)

Lynbrook New York 11563-4264
City State Zip Code+4 (9 digits total)

County Nassau State School Code Number* 280220030006

Telephone (516) 887-0266 Fax (516) 887-0268

Web site/URL www.lynbrook.k12.ny.us E-mail mronai@lynbrook.k12.ny.us

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. Philip S. Cicero
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lynbrook Public Schools Tel. (516) 887-0253

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. Alicemarie Bresnihan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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: 3 Elementary schools
 2 Middle schools
 Junior high schools
 1 High schools
 1 Other

 7 TOTAL
2. District Per Pupil Expenditure: \$14,312

 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	75	86	161
K				8	87	73	160
1				9			
2				10			
3				11			
4				12			
5				Other			
6	75	72	147				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							468

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>88</u> | % White |
| <u>.5</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>4</u> | % Asian/Pacific Islander |
| <u>.5</u> | % 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: 1%

[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	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	468
(5)	Total transferred students in row (3) divided by total students in row (4)	1
(6)	Amount in row (5) multiplied by 100	.85%

8. Limited English Proficient students in the school: 1%
2 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Armenian and Albanian

9. Students eligible for free/reduced-priced meals: 1%
 Total number students who qualify: 26

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: $\frac{10}{45}$ % 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.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>15</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> 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>1</u>	<u> </u>
Classroom teachers	<u>33</u>	<u>12</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>4</u>	<u> </u>
Total number	<u>49</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	9%	96%
Teacher turnover rate	6%	9%	17%	11%	15%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Lynbrook South Middle School's mission is to educate students to develop desired moral, ethical, and cultural values, to stimulate students to inquire, perceive, decide and act ethically, creatively and wisely as well as to nurture and expand a continual learning process. Such a process must be guided by a respect for excellence and by a requirement for self-control so as to enable each student to participate effectively as independent individuals in a democratic society and to cultivate an understanding and appreciation of their rights and responsibilities. Lynbrook South Middle School opened in September 1960 to serve sixth-grade, seventh-grade and eighth-grade students. Since its inception, the school has always provided a warm and caring learning environment committed to the academic, emotional, physical and social needs of its students. South Middle School is fortunate to have a dedicated staff of teachers that value tradition and have made their careers in Lynbrook. Two of our staff members have worked at South Middle School for thirty-one and thirty-three years, respectively. South Middle School is a mixture of veteran and newer teachers, many whom have joined the building in the last ten years. The staff is very committed to the students, the community and each other. There is a strong camaraderie in the building, and the teaching staff often helps each other, as the need arises. Several members of the staff live in the community; one lives across the street from the school. The South Middle School community is very stable; many families return to raise their children in the Lynbrook Public Schools. The students come from a wide variety of socio-economic backgrounds. This, however, is not evident in the relationships the students form and develop at school. There are two elementary schools in the district that send their students to South Middle School, Waverly Park Elementary and Marion Street Elementary. In the fall, we take our sixth graders on an overnight field trip to Greenkill YMCA camp to help the students meet, get to know each other, and bond as a single unified class.

Middle school is a crucial developmental time in the life of a child. South Middle School has developed several programs to address the needs of our students. Our Guidance Department consists of two counselors who get to know their counselees and their families quickly so they can address their individual needs. In addition, both counselors are very involved in the Character Education programs and the sixth grade Advisory program for students. The school psychologist works closely with the staff, developing intervention strategies to help At-Risk, Special Education and 504 students. The school social worker has established several counseling groups, including a group for socially awkward students, students of divorce, and others, as the student need arises. The building is committed to addressing the affective needs of our students so that they can be successful.

The teaching staff is the heart of the building. Since the building is small, the students and staff develop close relationships. Students meet with staff during the day for help with problems and academic issues. Many high school students maintain relationships with the staff long after they have left South Middle School. The district stresses the importance of professional development, and staff attends graduate courses at the on-district site, as well as conferences dedicated to their content area, throughout the year.

The parents are another reason why South Middle School is successful each year. Parents are involved in many aspects of the district, including participation on Hiring Committees, Curriculum Committees, Moms' and Dads' Clubs (Athletic Boosters), as well as PTA Council, which runs a variety of programs to keep the community informed. South Middle School is a very welcoming place. Parents drop by all day long to drop off materials, lunch, or sports equipment for their children. Parents also come in to meet with teachers to ask questions about curriculum and assessments or to inform staff about issues which may be affecting their child. Our parents are truly partners in the educational process. They are knowledgeable, consistent and care deeply about the school. Along with our faculty and administration, they make South Middle School the success that it is today.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Lynbrook South Middle School met with tremendous success on the New York State English Language Arts Assessment and Mathematics Assessment in Grades 6, 7, and 8. In the eighth grade, 89.5 percent of the students passed the English Language Arts (ELA) Assessment and 86.9 passed the Mathematics Assessment. In the seventh grade, 81.4 percent of the students passed the ELA and 90.0 passed the Mathematics Assessment. In the sixth grade, 93.7 percent of the students passed the ELA and 92.4 passed the Mathematics Assessment. This was the first year the sixth-grade and seventh-grade assessments were administered.

New York State has a State Assessment program, the Regents exams, that have existed for many years. Students must successfully master 5 Regents exams on the secondary level to graduate from High School. Prior to the implementation of NCLB, New York State had established assessments in grades 4, 5 and 8 as benchmarks to identify students who may not meet with success in High School. If a student did not pass these assessments in English, Mathematics, Science, Social Studies and Foreign Language, this was a strong indicator that without additional academic intervention services, these students would not pass the New York State Regents. The rubric for these assessments addresses this concern. Students who receive a Level 4 are students who exceeded the standards and are moving towards high performance on the Regents examination. Students who received a Level 3 met the standards and, with continued steady growth should pass the Regents examination. Students who received a Level 2 need extra help to meet the standards and pass the Regents examination. Students who received a Level 1 have serious academic deficiencies. This is further delineated on the New York State website, www.nysed.gov/assessment.

New York State provided information regarding the test in a variety of ways. The State disaggregates the information into five groups, gender, ethnicity, disability, income level, and English Language Learners (ELL). The first subgroup, based on gender, provided interesting results. In our eighth grade, no male or female student earned a 1 on the ELA. The class had more boys than girls in the grade. Girls performed better on the test as only 8.7% received a 2 and 76.8 % received a 3. More boys than girls achieved mastery, Level 4, on the test. For the Mathematics Assessment, 4.8% boys received a Level 1, yet almost double the boys received a Level 4 compared to the girls.

South Middle School has four ethnic groups in the building: Asian/Pacific Islander, Black, Hispanic and White. There is limited diversity in the building. In the eighth grade, seventeen out of 153 students are minorities. Only one of the Asian/Pacific Islander students did not pass the ELA. Seven received a Level 3 and one received a Level 4. The only black student in the school received a Level 3 on both the ELA and the Mathematics test. Of the seven Hispanic students, three received a Level 2 and four received a Level 3 on the ELA. For the Mathematics assessment, the four boys who received a Level 1 were white. For Level 2, 2 Asian/Pacific Islander students, 2 Hispanic students and 12 White students approached mastery. Twelve of the 135 white students did not pass the ELA, but the white students had the highest percentage of passing rates in Level 4. In regard to the Mathematics exam, 74 of the 135 white students, and 3 Asian/Pacific Islander, 1 Black, and 5 Hispanic students received a level three. For Level 4 on the Mathematics assessment, 4 Asian/Pacific Islander and 46 White students achieved this level.

The third area where information is disaggregated is the area of special education. In the eighth grade, South Middle School had fifteen students who were classified. Seven received a Level 2 and eight received a Level 3 on the ELA exam. Seven received a Level 1 and 2 and eight received a level 3 on the Mathematics exam. In the fourth category South Middle School is listed as “not low income” school. The last category, ELL, only one student was in this category, and did not take the ELA but achieved a Level 4 on the Mathematics Assessment.

There are some disparities among the subgroups. The boys did slightly better than the girls on the Mathematics Assessment, and the girls did slightly better than the boys on the ELA exam, both were 3% percent higher in each category respectively. The Hispanic students were the lowest scoring subgroups in both the ELA and Mathematics exam. On the ELA, 57.1 % of Hispanic students received a level 3 or 4, on the Mathematics Assessment, 71.4% of students received a level 3 or 4 on the exam. On both assessments,

the non-disabled youngsters were more successful. For both tests, only 53.3% of the disabled students achieved a level 3 or 4. The non-disabled achieved over 90% on both assessments.

2. Using Assessment Results: Lynbrook South Middle School is committed to academic excellence. Although our students achieve at a high level on the state assessments, as a learning community we firmly believe that there is always room for improvement. To that end, we have partnered with the Nassau County Board of Cooperative Services (BOCES) in the Data Warehouse project. All of our data from the state assessments is disseminated to BOCES and processed. The results are reports that summarized building, teacher, and even individual student performance on individual exam items. At the building level, we are quickly and easily able to compare results between our two middle schools and those of Nassau County. Teachers can see how their students performed as compared to their colleagues in the building as well as with teachers in other districts. Individual student weaknesses can be identified and remediation planned accordingly. Additionally, wrong answer patterns are analyzed to identify distracters, according to student performance levels. All of the data collected is used to design professional development courses and to drive instruction. Teachers are sent out and experts are brought in to address areas of student weakness, i.e.; reading comprehension, exponents, etc. This information is then used as curriculum is written and revised to best meet our students' needs. In addition, we use this information to purchase supplementary materials and textbooks. Lastly we use this information to provide Academic Intervention Services to those students, in the form of Math Lab, Writing Lab, Learning Lab, Homework Help and Reading.

3. Communicating Assessment Results: Lynbrook South Middle School shares the results of the State Assessments in a variety of ways. As soon as the State provides the information and lifts the embargo on the data, all students are provided an individual page of data explaining their results on the State Assessments. Parents often come into the school to review this with teachers or the District Coordinators. At the Board of Education meeting, the Assistant Superintendent for Curriculum and Personnel presents the data from all the schools and explains the disaggregated information to the community. Newsday, the Long Island newspaper, prints the results for every school in Nassau and Suffolk County twice in the same week for the taxpayers to receive information on the State results for their community. In addition, in March, the building principal reviews the building results with the PTA and answers any questions regarding the disaggregated information.

4. Sharing Success: Lynbrook South Middle School has continued to share its success with Lynbrook North Middle School through monthly department and faculty meetings. District Coordinators review the information with the staff from each building, and strategies and resources are reviewed and discussed. Nassau County has strong administrative groups that meet monthly to discuss issues. The building principal is a member of the Nassau County Middle Level Principals group and shares information with colleagues on the assessments regularly. At each meeting, a host district presents a unique program at their school which helps their students meet with success on State Assessments and the New York State curriculum. The Assistant Superintendent for Curriculum and Personnel is a member of a similar organization for Assistant Superintendents and shares assessment information. The Superintendent is a member of the Nassau County Superintendents Council and shares information with his colleagues regularly. Lastly, the District Coordinators have similar respective organizations on the county level and regularly discuss the assessments and share information. Assessments are also discussed at the Long Island Association for Curriculum and Development at their annual meetings. Lastly, the district has a District Testing Coordinator who regularly attends meetings at BOCES (Board of Cooperative Educational Services) to share and provide information on the State Assessments.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Lynbrook South Middle School has established a rigorous program for its students which actively engage them in the learning process. In all three grades, the district has established an open enrollment policy for accelerated courses. Mathematics is the only course that is accelerated for all three years. In eighth grade; accelerated science and Studio in Art are offered with open enrollment as well. Approximately half of the students at South Middle School are part of the accelerated program.

Over ten years ago, South Middle School instituted an Exploratory Program. Students in all three grades have one period with rotating curriculum to meet the state requirements as well as the developmental needs of our students. The courses include Great Books (an English enrichment program taught by the Reading teacher), Health (this exceeds the state requirements), Writing Lab, Math Enrichment, Study Skills, and Library. In addition, most of the music lessons for each grade are offered during this period so that students do not have to be pulled out of other academic courses.

All sixth graders have a schedule which includes the following full year courses; Mathematics, Social Studies, English, Science. In addition, each student has the choice of one of the three full year courses, Latin, Strategies for Learning, or Reading. Reading is usually assigned at the request of the parent or based upon the recommendation of the fifth-grade teacher. Strategies for Learning is a word-based program, which stresses vocabulary to enhance student reading and comprehension skills. Latin helps students' master vocabulary while also preparing them to learn the romance languages taught in the building in seventh and eighth grade. Each student is required to take a half year of Physical Education and Music and a half year of Home and Careers and Art. All students are required to take music in grades six and seven. The students have the option to choose from four music classes: band, orchestra, general music or chorus. Students can take more than one music; in fact most students take two courses which have helped South Middle School to have a very strong music department. In addition, each student has an Exploratory Period. On day 6 all sixth graders receive Advisor/Advisee for the first half of the year. Teachers volunteer to meet with small groups of students to discuss transition issues, including changing friendships, study skills, Greenkill trip information, and Social skills. All special education students receive Resource Room or Learning Lab depending on their Individual Education Plan.

In seventh grade, students are assigned a schedule which includes the following full year courses; Mathematics, English, Science, Social Studies, Spanish or Italian and the Exploratory Period. Students take a half year of Physical Education and Music and one quarter of Home and Careers, Art, Health I and Health II. The seventh graders have the same choice for music. Additionally, all special education students receive Resource Room or Learning Lab during the Exploratory Period.

Eighth-grade students are assigned a schedule which includes the following full year courses: Mathematics, English, Science, Social Studies, and a Foreign Language. Choices in the eighth grade include Studio Art, Physical Education elective and Music. If a child chooses the accelerated Science class, Earth Science, they cannot choose the Physical Education elective, as this Science class has a lab period every other day. If a child chooses not to continue in music, they chose the Physical Education elective. If students choose Music, they will have a half year of Music and a half year of Physical Education.

2. (Secondary Schools) English: The English curriculum at Lynbrook South Middle School is in alignment with the New York State English Standards. Students are exposed to all different types of genre including poetry, fiction and non fiction novels, essays and plays. The curriculum focuses on reading, writing, listening, speaking and viewing. In our effort to improve writing skills, the building has adopted a writing program, RAFT. RAFT is used building-wide so that students have one system to help improve their writing skills. RAFT is an acronym which stands for Restate the Question, Answer the Question, For Example, (using supporting details) Tie it all Together. For reading we have a unique program, Great Books, in which all sixth and seventh graders participate for 8 weeks during the year. To help remediate our at-risk students, we offer Writing Lab and Reading Lab for grades 6-8. In addition, this year we

implemented Wilson Reading, a program for students who were significantly below grade level to enhance their skills. We have a partnership with Lincoln Center. Our English students become involved and see two performances per year. In addition, we added a book journey club for our sixth grade, which sponsors a “Book-A-Thon” successfully each winter. Our 8th graders write an exit paper in conjunction with their Social Studies classes on a popular historical figure. Students have the opportunity to create a poem from their research and present it at our annual “History Through Poetry” night. Our PTA sponsors two book fairs each year, and our teachers use the books to create Literary Circles.

In addition, reading comprehension is a skill that is constantly reinforced by the English Department. Early in the year, each student (building wide) receives a diagnostic test to evaluate their reading comprehension and phonemic awareness. Based on those results, teachers often recommend students to the Instructional Support Team to evaluate the findings and make suggestions to assist the students. Two years ago, the district adopted the Wilson reading program to help students who were significantly below grade level. A majority of these students are classified youngsters but some are general education students who need additional remediation. The building reading program is small; most students are at or above grade level in reading. The students involved in the reading program are only slightly below grade level, and often test out of reading before eighth grade. District wide, the reading program is presently being evaluated.

3. Additional Curriculum Area: South Middle School is dedicated to educating the whole child. In a day and age where technology has revolutionized the entire world, South Middle School realizes the necessity of solid mathematics instruction across the curriculum. Students are taught to be literate in mathematics and to speak its unique language, consisting of definitions, theorems, and postulates. The beauty of mathematics is appreciated as students develop their problem solving skills, learn to reason and formulate both direct and indirect arguments, and in the process, realize the interconnectedness of mathematical concepts.

At South Middle School, students are then given many opportunities to learn, explore, and utilize mathematics. In science classes, mathematical models help students understand difficult concepts, perform laboratory experiments, et cetera. In social studies, students study data in the forms of graphs and charts in order to learn from both the mistakes and successes of their predecessors. In the computer labs, students use mathematics to create graphics and write programs. The list is endless.

In September 2005 a new mathematics curriculum was introduced throughout New York State. New topics were introduced into each grade level and problem solving skills were the overwhelming focus. In order to best prepare our students for the new curriculum and to maintain our own standards of excellence, we revised our support classes in the form of mathematics laboratories offered to those experiencing difficulties and our accelerated classes for our honors students. In addition to the revising our curricular maps, professional development programs, additional collaboration opportunities, new instructional materials, and increased support services were introduced. Data driven decisions were essential as we renewed our commitment to excellence.

To increase the enjoyment of and interest in mathematics, South Middle School offers mathematics enrichment as part of the school day and participates in Mathletes, which provides interscholastic mathematics competitions outside the school day. Through the aforementioned class and activity students are given the opportunity to expand their mind and reach greater heights than provided in the traditional classroom. At South Middle School, we pride ourselves in looking forever forward and believe strongly that solid mathematical skills will lead to a better future.

4. Instructional Methods: All teachers closely follow the state standards for their content area. This is regularly reviewed by the building administration and District Coordinators through meetings and lesson plans. In addition to teaching the State curriculum, the staff emphasizes skills which include reading comprehension, critical thinking skills through cooperative projects and activities, and enhancing communication skills for all students. The staff is constantly developing lessons which engage all students through hands on activities which challenge students to think critically. In addition, the staff constantly

seeks new materials to challenge and engage students. Since becoming principal, all assessments in the building have been changed. The staff has been asked to create assessments that mirror the format of the state assessment, including the level of questioning, the format of questioning, a writing component and analysis of data, graphs, charts or other visuals. This is true in all disciplines, including Physical Education, Music, Home and Careers, Art and the Exploratory Program classes.

5. Professional Development: The Lynbrook Public School district is committed to professional development. Two years ago to enhance student understanding of non-fiction and increase student reading comprehension, the district hired a consultant to work as a peer coach to the staff with the District Coordinators. The consultant helped staff to more effectively use non-fiction and textbook and primary sources so that students gained greater understanding. This was successfully implemented and we have seen a steady increase in student achievement as a result in the ELA. In addition, the district uses the District Coordinators as professional developers in their area of specialty. The coordinators have monthly meetings which reinforce teaching skills and content knowledge. The staff is encouraged to continue their professional development through course work at the on-site graduate program run through Brooklyn College. Also, staff is encouraged to attend conferences and workshops on their content area or on enhancing their teaching skills. Everyone participates yearly including the guidance counselors, school psychologist, nurse, and Social Worker. The work staff has completed both in and out of the classroom has directly benefited students and has had a direct impact on student achievement. The staff and Lynbrook South Middle School are always looking for new ways to engage, interact and improve student's engagement and learning. Any techniques learned are immediately implemented in their classrooms and reinforced by the District Coordinators and the Principal.

PART VII - ASSESSMENT RESULTS

NEW YORK STATE ASSESSMENT

Grade 8 Mathematics

Publisher: CTB McGraw-Hill
Intermediate Math Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March	March
SCHOOL SCORES					
TOTAL					
% at Levels 3 and 4	87%	96%	88%	82%	90%
% at Level 4	33%	26%	36%	22%	34%
Number of students tested	153	155	179	144	152
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
Special Education					
% at Levels 3 and 4	53%	N/A	71%	N/A	79%
% at Level 4	0%	N/A	1%	N/A	1%
Number of students tested	15	N/A	17	N/A	14
Percent of total students tested	100	N/A	100	N/A	100
Number of students excluded	0	N/A	0	N/A	0
Percent of students excluded	0	N/A	0	N/A	0

NEW YORK STATE ASSESSMENT

Grade 8 ELA

Publisher: CTB McGraw-Hill
Intermediate English Language Arts Assessment

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	January	January	January	January	January
SCHOOL SCORES					
TOTAL					
% at Levels 3 and 4	89%	80%	72%	60%	69%
% at Level 4	15%	26%	22%	16%	15%
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
Special Education					
% at Levels 3 and 4	53%	N/A	35%	0%	43%
% at Level 4	0%	N/A	0%	0%	1%
Number of students tested	15	N/A	17	14	14
Percent of total students tested	100	N/A	100	100	100
Number of students excluded	0	N/A	0	0	0
Percent of students excluded	0	N/A	0	0	0

NEW YORK STATE ASSESSMENT

Grade 7 Mathematics

Publisher: CTB McGraw-Hill
Intermediate Math Assessment

	2005-2006				
Testing Month	March				
SCHOOL SCORES					
TOTAL					
% at Levels 3 & 4	90%				
% at Level 4	53%				
Number of students tested	160				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES					
Special Education					
% at Levels 3 and 4	44%				
% at Level 4	1%				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				

NEW YORK STATE ASSESSMENT

Grade 7 ELA

Publisher: CTB McGraw-Hill
Intermediate English Language Arts Assessment

	2005-2006				
Testing Month	January				
SCHOOL SCORES					
TOTAL					
% at Levels 3 and 4	81%				
% at Level 4	23%				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES					
Special Education					
% at Levels 3 and 4	19%				
% at Level 4	0%				
Number of students tested	16				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				

NEW YORK STATE ASSESSMENT

Grade 6 Mathematics

Publisher: CTB McGraw-Hill
Intermediate Math Assessment

	2005-2006				
Testing Month	Math				
SCHOOL SCORES					
TOTAL					
% at Levels 3 and 4	92%				
% at Level 4	39%				
Number of students tested	157				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES					
Special Education					
% at Levels 3 and 4	87%				
% at Level 4	0%				
Number of students tested	15				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				

NEW YORK STATE ASSESSMENT

Grade 6 ELA

Publisher: CTB McGraw-Hill
Intermediate Language Arts Assessment

	2005-2006				
Testing Month	January				
SCHOOL SCORES					
TOTAL					
% at Levels 3 and 4	94%				
% at Level 4	40%				
Number of students tested	158				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES					
Special Education					
% at Levels 3 and 4	67%				
% at Level 4	1%				
Number of students tested	15				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				