

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Caryn Michelle Blum

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

Official School Name Merrick Avenue Middle School

(As it should appear in the official records)

School Mailing Address 1870 Merrick Avenue

(If address is P.O. Box, also include street address.)

Merrick

City

New York

State

11566-2742

Zip Code+4(9 digits total)

County Nassau

State School Code Number* 28025070004

Telephone (516) 992-1210

Fax (516) 867-6391

Web site/URL www.bellmore-merrick.k12.ny.us/merri E-mail cblum@bellmore-merrick.k12.ny.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Henry Kiernan

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

District Name Bellmore-Merrick Central High School Distric Tel. (516) 992-1001

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Ms. Nina Lanci

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ Elementary schools
 _____ 2 Middle schools
 _____ Junior High Schools
 _____ 3 High schools
 _____ Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: 10592
 Average State Per Pupil Expenditure: 9900

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. 9 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 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
Pre K			0	7	256	237	493
K			0	8	251	234	485
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							978

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 3 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 5 | % Black or African American |
| 91 | % Hispanic or Latino |
| 91 | % White |

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 2 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	10
(2)	Number of students who transferred from the school after October 1 until the end of the year	11
(3)	Total of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	978
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient

Number of languages represented 3
 Specify languages: Chinese, French and Spanish

9. Students eligible for free/reduced-priced meals 2 %

Total number students who qualify: 15

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: $\frac{10}{102}$ % Total Number of Students Serve

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>7</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>23</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>34</u>	Specific Learning Disabilit
<u>4</u>	Emotional Disturbanc	<u>24</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>8</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>4</u>	<u> </u>
Classroom teachers	<u>73</u>	<u> </u>
Special resource teachers/specialist	<u>2</u>	<u> </u>
Paraprofessionals	<u>10</u>	<u>2</u>
Support Staff	<u>7</u>	<u> </u>
Total number	<u>96</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	98 %	98 %	98 %	98 %	98 %
Teacher turnover rate	3 %	1 %	2 %	3 %	2 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Merrick Avenue Middle School's Mission Statement

Our school community is dedicated to academic excellence. We encourage our community members to reach their own unique potential. We strive to develop individuality, responsibility, mutual respect, good citizenship and tolerance for diversity.

Merrick Avenue Middle School is one of two middle schools that are a part of the Bellmore-Merrick Central High School District. The student body is composed of approximately 980 students distributed between the 7th and 8th grades. Our school is divided into teams consisting of the teachers of the major subject areas. This organization of the school program is in place in an effort to more effectively address the academic, social and emotional components of the children. Each of these teams comprises approximately 125 students with four teams on the 7th grade level and four teams on the 8th grade level. Each individual team consists of a Math, English, Science, Social Studies, Foreign Language and Writing Enrichment teacher who work collaboratively to meet the needs of each individual student. This collaboration allows the team to share in the mission of providing for the social and emotional component of learning as well as providing effective classroom instruction. In order to incorporate and encourage this collaboration, each teacher on the team has been assigned, as part of their daily program, a common professional period designed for the planning of interdisciplinary units, the sharing of individual student concerns, attending team meetings with parents and students, and for ongoing staff development opportunities. In addition to the academic areas within each team, our school provides students with a number of other courses as a part of an effort to offer a wide range of experiences in preparing students for the future. These classes include Health, Home and Careers, Technology, Physical Education, Art, Music, and a number of 8th grade social science electives as part of the overall school program.

As part of the district's initiative to incorporate the use of the latest in educational technology, our students have opportunities to work with lap top and desk top computers, Smart Boards, Elmos, and a variety of educational software. More specifically, we have incorporated Project Lead the Way, a nationally recognized pre-engineering program, as the basis for our technology initiative. In these classes students use computers to generate three dimensional models for future hands on development. As part of the every day classroom experience, students make power point presentations, use the internet for research, and are presented material using a variety of multi media outlets.

Our school community works closely to make sure that all students learn in a nurturing, caring and safe environment. As part of this relationship, Merrick Avenue Middle School has fostered a culture where parents are actively involved in their children's education. This includes an active PTA as well as clubs and programs that help connect the school to local businesses and community leaders. Academic student achievement is high. Over 85% of the students are on honor roll each quarter. In addition to academic excellence, our students have developed a strong social awareness which drives them to participate in a number of fund raising activities.

The vision of Merrick Avenue Middle School is to educate the whole child. Our students participate in many extra curricular and co-curricular activities. We offer students various types of clubs and athletic opportunities. Just about every student at MAMS participates in some type of extra-curricular activity. When students make the transition from MAMS to high school, they feel confident in their ability to be successful. This confidence is derived from having had an opportunity to grow academically, socially and in a multitude of areas of interest. The Merrick Avenue Middle School experience is truly a bridge between elementary school and high school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Bellmore-Merrick Central High School District participates in the New York State Assessment process. Students in grades 7 and 8 take state assessments in both English Language Arts (ELA) and Mathematics. These assessments are designed to measure student achievement of the New York State learning Standards. In grade 7, ELA students are tested on reading comprehension, short-response questions and on editing a paragraph. In grade 8, ELA students are assessed using reading comprehension, short-response and extended-response questions. In both grades, a listening selection is used in order to assess their understanding of information read aloud. In grades 7 & 8 the Mathematics State Assessment consists of multiple choice, short-response, and extended response questions. Students' ability levels in both ELA and Mathematics are indicated by a level 1, 2, 3, or 4. Each level has a numerical range which determines whether the level is high or low. A 'level 1' indicates that the student has serious academic deficiencies. A 'level 2' indicates that the student needs extra help to meet the standards. A 'level 3' indicates that the student meets the standards. A 'level 4' indicates that the student consistently exceeds grade level expectations. Students who have achieved a level 3 or 4 have achieved mastery in that area. Scores indicated on charts and graphs about school performance show the percentage of students that received a 3 or 4 in the area being tested. The scores achieved in Merrick Avenue Middle School indicate a rise in the numbers of students who have achieved threes and fours. In the 2002-2003 school year 74% of the 8th graders tested achieved mastery (Level 3 or 4) on the ELA assessment. In the 2006-2007 school year 85% of the students achieved mastery. Seventh graders have only been tested since the 2005-2006 school year. Data for the 7 grade also indicates steady growth. The seventh grade assessment is also used as 'benchmark data' for the school. Students have just entered our school in the 7 grade and are tested in January. This test is an excellent diagnostic tool for assessing student strengths and weakness. The state assessment results also show percentages of how different subgroups performed on the test. Over the years, each subgroup has performed well. Students who score levels 2 or 1 are entitled to academic intervention services. Students are given either math or reading lab depending upon student need.

Assessment results on the 7th and 8th grade level are used to determine the strengths and weaknesses of the curriculum being used for instruction. The questions that a majority of students do not answer correctly indicate that the teacher either did not cover that information or the information was not understood by the students. The tests are reviewed question by question and curriculum is evaluated based on the information being tested. Curriculum is adjusted to better meet the needs of the students. In general, whether it is math or English the pattern is that the more complex the question the more difficult it is for students to respond correctly. Students need to be able to comprehend the information being given in order to respond appropriately. The data does indicate the difficulty for students to attend a score of level 4. For the following school year teachers will be assessing the data of the students who received a high 3 and what information was needed to score a level 4. The staff will spend time assessing what information was missing from student responses that assessed them at a level 3. Eighth grade English Language Arts and Mathematics curriculum will be analyzed in order to improve upon English and Mathematics scores.

2. Using Assessment Results:

State Assessment results are used in many different ways. Data is disaggregated by student. A question by question description of individual student performance is provided to the teacher. The teacher also receives the data by class. This data describes the strengths and weaknesses of each of the classes that the teacher instructs. Workshops are held with teachers to provide instruction on how to read and use this data. Teachers review the data question by question in order to identify the skill and analyze the competency levels. An analysis of wrong answers and the curriculum are done yearly as results are analyzed. Instruction is driven by the individual and class needs of students. Staff development workshops are provided to show teachers strategies and best practices for teaching students in the different content areas. Teachers use this data in order to identify the strengths and weaknesses of the content that they teach. Each year, teachers modify their lessons in order to improve upon the way that they teach the necessary concepts and information. These improvements provide teachers with best teaching practices for students. Assessment results are also used in order to provide academic intervention services in reading and math for those students that need them. Students who do not meet the state standards are given extra services in these areas. The teachers use the testing data in order to drive the individual instruction for each student based on their strengths and weaknesses. Assessment data is used at the beginning of each year in order to assess incoming knowledge and the ability to measure academic

growth. Quarterly unit testing is used in order to assess the understanding of the content being presented to students. This data directly drives instruction in the class on a daily basis. Data is an important objective measure of student and teacher performance. It is a measure that is used to improve upon student success.

3. Communicating Assessment Results:

Merrick Avenue Middle School communicates assessment results to parents by sending scores home with a written description of the different levels of competency. In addition, parent workshops are held in order to explain and demonstrate the different subject competencies, and illustrate and describe the grading of these assessments using a rubric. The District presents testing data each year to the community through power point presentations during a monthly Board Meeting. This data details the assessment results for each content area. These results are then compared to other schools within New York State. In addition to informing the community about state assessment data, we also provide parents with individualized grade reporting. Parents receive four progress reports and four report cards detailing student progress. In addition to formalized reporting teacher phone calls and individualized progress sheets are used when necessary. We also have yearly parent teacher conferences where time is spent discussing student performance. Strategies such as parent signature on tests, signing agenda books, and written reminders are often used in order to assure communication of student progress. Merrick Avenue Middle School has a 'teamed school structure'. This structure allows teachers who teach within a team to have common planning and meeting periods. Teams meet regularly with parents in order to discuss student progress. Students are assigned Guidance Counselors for the two years that they attend our school. The counselor serves as the liaison between the parent and school. The Guidance Counselor can set up team meetings between parents and teachers as well as to discuss student progress and to recommend placement based on that progress. Merrick Avenue middle school's educational philosophy is a partnership between the school, students and parents. This partnership includes open communication between everyone in order to provide our students with a successful middle school experience.

4. Sharing Success:

Over the course of recent years, Merrick Avenue Middle School has continued to share its successes with other schools. As a middle school feeding into two different high schools, teachers and administrators have been able to collaborate with their colleagues at each of the high schools. Teachers who teach the same discipline meet regularly to discuss curriculum and instruction. Regular articulation takes place in order to discuss the strengths and weaknesses of incoming grades. Being a part of a Central High School District has made it extremely important to share our successes with our component elementary districts. This articulation in the form of meeting and workshops between elementary and middle schools has enabled the elementary schools to better understand the level of expectations that are required for middle school. This has included the sharing of best practices that allows for a more comprehensive view of instruction and the use of effective strategies in order to address student need.

Half day staff development workshops are provided in each content area in order to share these best practices. Science, Math, Social Studies and English teachers from the middle schools meet with elementary staff in order to discuss and demonstrate teaching strategies that are most effective in teaching the curriculum to our students. Our Middle School English and Math teachers meet regularly with the elementary schools in order to discuss successful timelines and needs for instruction.

In addition to sharing our successes within our home school district, Merrick Avenue has continued to be an active participant in a middle school consortium made up of six neighboring districts. This consortium was formed in order to share ideas associated with running a school following the middle school philosophy. As a member of this group we have shared both successes and failures in the use of best practices and organizational models working within the structure of a middle school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Bellmore-Merrick Central High School District developed district wide grade level curricular goals and key competencies based on the New York State Standards. On both the 7th and 8th grade level students take English, math, science, social studies, and foreign language on a daily basis. Seventh graders also take technology, art, health, music, physical education, and home and careers on a rotating basis. Students who are in need of academic intervention services in reading and mathematics are given a 'lab' in that area. Students who need special education services have those services in a students' schedule. The following is a brief overview of the curriculum areas addressed during 7th and 8th grade at Merrick Avenue Middle School.

Seventh and eighth grade English is given to students on a daily basis. Curriculum offered are aligned with the New York State Standards and address Language for Information and Understanding, Language for Literary Response and Expression, Language for Critical Analysis and Evaluation, and Language for Social Interaction. Students in need of academic intervention services are given reading on an every other day basis or when necessary on a daily basis. Academic Intervention services in reading are determined by State Assessment results and classroom performance in both the 7th and 8th grade level. Seventh and eighth grade Mathematics is given to students on a daily basis. Students can take regular math or honors level math. Regular math addresses the New York State Standards for mathematics and follows the State curriculum for that grade level. The seventh grade honors mathematics course combines the 7th and 8th grade mathematics curriculum into one year, while the eighth grade 8 honors course teaches students the NYS Math A curriculum in preparation for a Regents' Examination. Academic intervention services for mathematics based on their State Test scores and classroom performance are incorporated into a students' schedule on both the 7th and 8th grade level.

Seventh and eighth grade science is given to students on a daily basis. In 7th grade we offer both regular and honors level curriculum. In 7th grade regular science, we introduce the life sciences. In 8th grade regular science we teach the physical sciences. In 7th grade honors, students are introduced to both 7th and 8th grade curriculum. In 8th grade science, students learn about the physical sciences. In 8th grade honors science, students learn Earth Science which culminates in a Regents' Examination. Seventh and eighth graders take social studies on a daily basis. The 7th and 8th grade social studies curriculum addresses American History. Our curriculum follows the New York State Social Studies standards. Students learn how to interpret authentic documents and write a document based essay based on knowledge and interpretation of the information presented. Students learn about government, how the United States and other societies develop economic systems, as well as a variety of intellectual skills to demonstrate their understanding of geography locally, nationally and globally.

The 7th and 8th grade foreign language curriculum introduces and instructs students in one of three languages; Spanish, French and Italian. Students take a language every day in both 7th and 8th grade. At the end of 8th grade students are administered the New York State Proficiency Examination and can achieve a high school credit in foreign language. The foreign language curriculum includes the introduction to basic vocabulary, listening for understanding, use of grammar in the language, and speaking the language.

Seventh and eighth grade students take music and art. Students participate in the performing arts as well as creating and producing works of art. Each discipline culminates in performances and exhibits. In music a student can participate in chorus, band or orchestra.

2b. (Secondary Schools) English:

The Bellmore-Merrick English Language Arts curriculum for the 7th and 8th grade is aligned with the New York State Standards. Students read pieces of literature in order to listen, speak, read and write for information and understanding. Students critically analyze and evaluate ideas and information. Students learn and practice writing skills such as grammar, sentence structure, and essay writing. Students are introduced to different vocabulary necessary to expand and understand the English language. In addition, reading and comprehension are practiced across the content areas. Teachers incorporate reading for

understanding into all areas of the curriculum. This helps to support the importance of reading silently for understanding and to critically analyze written material. Students are introduced to necessary vocabulary in every academic area. Writing essays and research reports are used across the content areas with a common written structure expected by each subject area. Essays and written reports are graded with the use of a rubric that students are familiar with. This allows students to learn the important elements of well written document, report or essay.

Merrick Avenue has made a number of efforts to improve reading skills of students who read below grade level. In our first level of Academic Intervention Services for reading, students are grouped based on their individual reading levels. The teacher uses various teaching strategies in order to meet these needs. Students are instructed using the Columbia University's Readers Workshop Program. These students meet with their teacher and groups on alternating days. Students identified as reading far below grade level are scheduled for reading daily. These students are grouped based on their reading levels for both decoding and reading comprehension. Each week the teacher alternates between decoding and reading comprehension following the SRA reading program. There are three (3) leveled groups working with three teachers for this program which allows the teachers the ability to transition students between the different leveled classes based on the individual student's needs and progress. Students are tested upon entering the reading program and at the end of each school year in order to monitor student progress.

3. Additional Curriculum Area:

All students in 7th and 8th grade take Writing Enrichment every other day for a full year. Writing Enrichment is considered a teamed class. Therefore, the writing teacher meets with the other 'core' teachers during a common professional period. This provides team members with the opportunity to work on curriculum and interdisciplinary units. Our writing classes address the skills necessary to be a successful writer across the content areas. Students enter 7th grade with varied degrees of writing abilities. The 7th grade writing enrichment curriculum reviews sentence and paragraph structure within essay writing. The curriculum also reinforces organizational skills, work and study habits. Time is spent at the beginning of 7th grade to teach students how to use an 'agenda' book which organizes their homework and projects. This part of the writing enrichment is an essential component for a successful middle school and high school experience. In the 8th grade writing enrichment curriculum students expand upon their writing skills. Research reporting is introduced and practiced. Document Based Question writing is reinforced in 8th grade writing enrichment. This is a collaborative process with the teamed social studies teacher. Students also work on their creative writing skills in the 8th writing curriculum. A constant reinforcement and review of correct grammar use is infused throughout the curriculum. Rubrics are introduced in grade 7 writing where students are taught how to judge writing based on a rubric. Students continue to use rubrics to assess writing in all subject areas throughout the middle school years. This strategy encourages students not to just assess their writing, but also on how to improve upon what they have already written. By the time students leave middle school they are ready to tackle the writing tasks that await them in high school and college.

4. Instructional Methods:

Cooperative learning is one of the main instructional methods that Merrick Avenue utilizes to improve student learning and fosters the ability for students to work collaboratively. In addition, the daily classroom integration of technology helps motivate and improve the presentation of information. Recent technologies, such as SMART Boards and ELMOs, allow for a more comprehensive approach to instruction where teachers can more effectively deliver instruction throughout the spectrum of learning styles. The main focus of instructional methodology has been to concentrate on delivering instruction that is student centered. This has included the use of instructional strategies that allow for maximum student interaction and participation. The sharing of student ideas and perspectives frequently provides clarification. This teaching style has empowered students to become active participants in their own learning process and be able to self reflect and evaluate.

Differentiation of instruction is another component of successful teaching. Teachers utilize different instructional strategies in order to make sure that all students learn the material presented. The new material is introduced by utilizing all the different modalities. In this way all students are learning using their own learning style. In addition, all instruction is developmental in nature. Each topic builds on the one before it and a connection is always made between topics. Interdisciplinary teaching of different concepts across the content areas is another strategy that we use at Merrick Avenue in order to enhance student learning. The organizational structure of the school allows the teachers the opportunity to communicate the different topics that can be taught in each subject area. All of these instructional methods have proven to be very successful in improving upon student success.

5. Professional Development:

There are a variety of ways in which our school continues its mission of professional development for staff members. Each of our untenured teachers and administrators meet monthly in order to research and implement best practices and instructional strategies for teaching. These research based practices and strategies are continually being introduced to allow administrators and teachers to collaborate on how to best implement these practices in the classroom. Department supervisors are continuing to search for new and innovative ways to deliver instruction by attending workshops and other training opportunities to allow them to provide ongoing guidance and act as a strong resource for teachers.

The Bellmore-Merrick Central High School District has continued to provide teachers and administrators with ongoing professional development by devoting part of the school calendar directly for this purpose. This has been done through the sharing of areas of expertise within the staff of the district as well as including the use of outside professional consultants by providing them with direct access to teachers and other staff. These professional development opportunities range from specific days devoted solely for professional workshops, to the periodic use of teacher's professional period in working closely with a consultant in order to provide the opportunity for feedback. This feedback is then used to further design the appropriate levels and types of professional development offered to the teachers. These consultants meet with 'teams' in order to discuss different educational strategies that strengthen the teaming philosophy. Consultants that help to coordinate programs across the curriculum with topics that deal with character development traits, consultants that address the middle school philosophy and its structure, and consultants that address specific curriculum issues and best practices. Consultants are available throughout the school year as they present different instructional strategies to the staff.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 8 Test NYS - English Language Arts Assessment

Edition/Publication Year 2007 Publisher McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	January	January
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 plus Level 4	85	75	82	76	74
% "Exceeding" State Standards					
Level 4	17	11	31	23	20
Number of students tested	502	490	454	531	443
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	65	65			
% "Exceeding" State Standards					
Level 4	6	0			
Number of students tested	17	23	14	20	14
2. Asian or Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	86		79	67	71
% "Exceeding" State Standards					
Level 4	7		46	19	24
Number of students tested	14	7	24	21	21
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	38	18	28	15	13
% "Exceeding" State Standards					
Level 4	0	0	2	2	2
Number of students tested	47	57	46	61	47
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 plus Level 4	81	79			
% "Exceeding" State Standards					
Level 4	9	10			
Number of students tested	481	500			
Percent of total students tested	99	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	63	53			
% "Exceeding" State Standards					
Level 4	0	0			
Number of students tested	24	17			
2. Asian or Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	77				
% "Exceeding" State Standards					
Level 4	23				
Number of students tested	13	11			
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	18	27			
% "Exceeding" State Standards					
Level 4	0	0			
Number of students tested	62	48			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 plus Level 4	88	79	85	80	82
% "Exceeding" State Standards					
Level 4	24	11	27	28	22
Number of students tested	501	496	460	533	449
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	59	79			
% "Exceeding" State Standards					
Level 4	12	4			
Number of students tested	17	24	14	20	15
2. Asian or Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	86		88	72	90
% "Exceeding" State Standards					
Level 4	43		36	28	25
Number of students tested	14	9	25	25	20
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	43	25	34	28	29
% "Exceeding" State Standards					
Level 4	0	0	0	0	2
Number of students tested	47	57	47	61	49
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 plus Level 4	85	76			
% "Exceeding" State Standards					
Level 4	27	19			
Number of students tested	486	506			
Percent of total students tested	99	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	67	59			
% "Exceeding" State Standards					
Level 4	8	6			
Number of students tested	24	17			
2. Asian or Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	85	85			
% "Exceeding" State Standards					
Level 4	54	31			
Number of students tested	13	13			
3. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	36	29			
% "Exceeding" State Standards					
Level 4	3	0			
Number of students tested	62	48			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					