

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 Dr. Barry Richelsoph

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

Official School Name Bronxville Middle School

(As it should appear in the official records)

School Mailing Address 177 Pondfield Road

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

Bronxville

City

New York

State

10708-4829

Zip Code+4(9 digits total)

County Westchester

State School Code Number* 660303030004

Telephone (914) 395-0500

Fax (914) 771-6223

Web site/URL bronxville.k12.ny.us

E-mail richelsb@bronxville.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. David Quattrone

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

District Name Bronxville UFSD

Tel. (914) 395-0500

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 Mr. Richard Rugani

(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: _____ 1 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 3 TOTAL
2. District Per Pupil Expenditure: _____ 23836
 Average State Per Pupil Expenditure: _____ 15035

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. _____ 4 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	66	62	128
K			0	8	72	57	129
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	64	73	137				
TOTAL STUDENTS IN THE APPLYING SCHOOL							394

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 5 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 1 | % Hispanic or Latino |
| 93 | % 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 1 %

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	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1	394
(5)	Total transferred students in row (3) divided by total students in row (4)	0.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0 %
- 2 Total Number Limited English Proficient

Number of languages represented 1

Specify languages: Korean

9. Students eligible for free/reduced-priced meals 0 %

Total number students who qualify: 0

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: $\frac{17}{67}$ % 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>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>34</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>9</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>6</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>0</u>
Classroom teachers	<u>26</u>	<u>17</u>
Special resource teachers/specialist	<u>4</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support Staff	<u>5</u>	<u>1</u>
Total number	<u>40</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 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 %	95 %	96 %	97 %	96 %
Daily teacher attendance	98 %	97 %	98 %	96 %	95 %
Teacher turnover rate	0 %	0 %	3 %	10 %	14 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

District per pupil expenditure and average state per pupil expenditure figures based upon latest data available, 2005-06.

PART III - SUMMARY

Vision Statement:

Each STUDENT will learn to the best of his or her ability, develop his or her talents and interests, demonstrate initiative and responsibility, and make a positive contribution to the school community.

Each TEACHER will contribute directly to student learning through high quality programs, successful instructional practices, and ongoing professional collaboration and development.

All members of the school community will contribute to an exemplary environment for learning.

PARENTS and COMMUNITY MEMBERS will be informed, involved, and will participate as constructive partners in student development and school improvement.

The Bronxville Middle School is committed to a pursuit of excellence in learning that focuses on the highest potential of each student at every stage of development. The school community creates an environment in which each person is recognized as a unique human being who is treated with dignity and respect. Within each student, we foster enthusiasm for learning, pride of accomplishment, self-discipline, self-esteem, and consideration for the ideas and values of others. An appreciation of the privileges and responsibilities of our democratic heritage, as well as an understanding of that heritage, is an integral part of each student's experience.

Our commitment to excellence is dependent upon each teacher who provides stimulating and challenging experiences designed to help the student develop responsibility as an independent thinker and problem solver equipped to function effectively in a changing society. Our program offers the student those experiences that strengthen skills for continued academic growth and promote creative abilities in an atmosphere which is caring, exciting, and adaptive. The school's program nurtures the intellectual growth of the student, furthers the student's physical and cultural development and prepares each to use leisure time constructively.

To broaden the education of the student, the school recognizes, accepts, and utilizes the resources of the extended community. It is by mutual commitment to excellence in learning that the entire school community contributes to the preparation of each student for a positive role in society.

At the heart of our program is the interdisciplinary teaching team. At each grade level, the students are taught, managed, and counseled by a team of teachers that meet regularly to discuss their individual and group issues and coordinate curricula and instruction.

Second only to interdisciplinary teaching teams in importance to the middle school is our advisory program. Advisory programs are recognized as key links to the important relationship-building tenet of an appropriate learning environment for young adolescents. When students make a lasting connection with at least one caring adult, academic and personal outcomes improve. Strong advisory programs help students gain emotional strength, self-knowledge, and social skills through peer interaction and the acceptance and personal affirmation of trusted adults. Strong advisory programs address character education while providing students necessary opportunities to express themselves with their peers with guidance from an adult.

The advisory groups meet two times per six-day-cycle during the regular school day. On the days that the advisory does not meet, the staff meets in their teams to conduct team or advisory business. Through the utilization of additional staff beyond the core team, the advisories are maintained at approximately 14 students.

The goals of the Advisory Program are as follows:

To develop positive peer and adult relationships.

To explore the interests, abilities, and aptitudes of middle school students.

To develop a widening range of personal, social, academic, and career interests while developing a student's self-esteem.

To accept students as they are and to provide exploratory activities that will encourage respect for the

differences and abilities of others, as well as enable each student to recognize his/her self-worth and potential.

To provide an opportunity for students to learn about issues important to their health and well-being.

To reinforce other subject areas through the development of study skills.

We hope to establish in students a connection with school and the purpose of schooling. We will never allow a student to become anonymous. The Advisory Program provides a variety of opportunities for self-exploration, self-definition, and self-development.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

In order to interpret the test data for Bronxville Middle School, one needs to have some understanding of the New York State testing process. In New York State, every student in grades 3-8 is tested in English/Language Arts (ELA) and Mathematics annually. This annual testing began with the 2006-07 school year. Prior to 2006-07, middle school students were only tested in grade 8.

All of the tests are generated by McGraw-Hill through research and field testing in selected schools. They are based upon New York State curricula guidelines for content and pacing in each of the disciplines. The general public as well as professional community can obtain a great deal of information about the testing and the results, overall and by school, at the New York State Department of Education Web Site: www.nysed.gov. From this general site, you can navigate to numerous presentations about the Standards represented in the testing and the scores. Each school receives a 'Report Card' which details the testing results in the context of pertinent demographic information about the school. In addition, you can view the school's performance in the context of 'Similar' schools. The schools identified as similar in a group share demographic similarities including measures of comparable resources available for education and socio-economic grouping of the population. Measures such as the percentage of students receiving free or reduced cost lunches factor into the formulation of a ratio of Student Need/Resource Capacity (www.emsc.nysed.gov/irts). This is a context that 'levels the playing field' when making comparisons between schools with the presumption that comparing schools with big differences in resource allocation compared to the needs of the student population would not produce valid and reliable results. All of the schools that share Bronxville's grouping are classified with low student needs in relation to district resource capacity.

On both the ELA and Mathematics tests, the students receive a Level score from 1 through 4. The levels are defined as follows: Level 1 - Not Meeting Learning Standards; Level 2 - Partially Meeting Learning Standards; Level 3 - Meeting Learning Standards; Level 4 - Meeting Learning Standards with Distinction. The data provided in this application goes back five years for our grade 8 students. In interpreting this data, it must be remembered that, as presented, each year represents a different cohort of students and a different generation of the test. With respect to ELA performance, although reasonably consistent from year to year, 92 % of the 2006-07 class scored at Levels 3 and 4, which is the highest percentage recorded in the past five years. With respect to mathematics scores in grade 8, 97% scored at Levels 3 or 4 in 2006-07 with scores over the past five years being very consistent. With respect to grades 6 and 7, we only have two years of data to compare since the testing at these levels began in 2005-06. In both grades, we see consistency in both years. Although not presented in reports by the state, the annual testing now provides the capability of looking at a cohort of students longitudinally, which is a more revealing way of viewing student progress. The sixth graders of 2005-06 are the seventh graders of 2006-07 and the seventh graders of 2005-06 are the eighth graders of 2006-07. With both cohorts, we see consistent to slightly improved results.

The only group of students large enough to be considered a subgroup in any year is the students with disabilities. Their scores are included in the score totals described above. As a group, the percentages achieving Levels 3 or 4 are significantly lower than the total population ranging in the fifties and sixties. Data for this group in particular has to be explored student by student and disaggregated by content strands so as to apply appropriate remediation strategies.

Referring back to the 'Similar Schools' grouping of results, on a comparative basis, Bronxville Middle School has consistently performed in the highest level of this group of similar schools in both ELA and Mathematics test results.

2. Using Assessment Results:

The State of New York provides us with a variety of reports on our students' performance for each test administered, which includes ELA and Mathematics for grades 6, 7, and 8, and Science and Social Studies for grade 8 only. These reports include the following: An Item Map, Group Item analysis, Individual student item analysis, Extended Response Analysis, and Frequency Distribution. The Item map links specific test questions to curricular strands, and the item analysis by group allows our teachers to examine data for patterns related to our presented curricula. This becomes part of our data foundation for making adjustments in curricula and instruction for the following year's cohort at each grade level. The individual item analysis allow us to identify specific strengths and weaknesses of individual students. These are

shared with the teaching team at the next grade level receiving this cohort of students. This combination of group item analysis and individual student item analysis allows us to plan for curricular needs as well as support systems for individual students.

Students who perform at or below Level 3 (Meeting Learning Standards) are provided opportunities for extra support including after school extra help, and AIS (Academic Intervention Services). These services are in addition to any special education resources already allocated as prescribed in a student's IEP (Individual Education Plan), if that child has been identified with a disability.

3. Communicating Assessment Results:

Student performance on all the New York State assessments is communicated to each stake-holder in a variety of ways. General performance information, and the significance, is communicated at PTA council meetings, Board of Education meetings, and through publication on our web site. It is also included annually in our budget preparation documents.

Individual student performance is communicated privately to parents and students, as are the other student assessments that are generated throughout any given year. We have formal progress and report card reporting intervals as well as policy supporting regular communication between parents and teachers when a child demonstrates signs of difficulty or change in his/her performance. We have been increasingly employing our computerized Edline system which allows a teacher to email students and parents. This has increased the frequency and specificity of our communication with students and parents.

In the specific case of the New York State Assessments, each parent receives a report on their child's performance which includes an explanation of how to interpret the scores. The parents are encouraged to contact their child's guidance counselor with questions or concerns. Those whose children do not meet the standards for particular assessments are personally contacted to arrange for a meeting for further discuss the results and how we can partner with them to attempt to remediate the demonstrated weaknesses.

4. Sharing Success:

Rather than just focusing on sharing our successes, we strive for lines of communication that allow us to share program initiatives as well as responses to the ever growing demands of high stakes testing.

Through the New York State system of web access to district and school 'Report Cards', it is relatively easy to research successful schools matching specific demographics. This often provides the impetus for making a contact. In addition, the principal often responds to internet surveys by the state dealing with items of general concern. The results of these surveys are sent back via email to all participating districts. These can provide valuable data sources when considering programmatic adjustments

Through periodic meetings, as well as an extensive email network, the principal responds to operational and programmatic queries from his counterparts in other schools and solicits their input on matters of local import. Through this avenue, we recently collaborated with a middle school in another district that is also in the early implementation stages of a 'Schools Attuned initiative. It is our hope that this will lead to a partnership, allowing for on-going exchanges about what is and is not working.

Teachers are encouraged and financially supported to participate in regional and national professional organizations. They attend numerous meetings which allow them to share our programming successes as well as glean valuable information about what is working for others. Through participation in organizations like the Math League, the Science Olympiad, and the Westchester Council of English Teachers, our teachers engage in activity and dialogue with students and teachers from other districts. These exchanges often lead to programmatic adjustments.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The full-year core academic courses for each grade level are English, Social Studies, Mathematics, Science, and Foreign Language. The core curriculum for each area is as follows:

English- Grade 6 Reading, Writing, and oral communication skills using a wide variety of literature including short stories, novels, and poetry. Grade 7 - The course is developed around strands including vocabulary, grammar, literature, and composition. Grade 8 - We continue with grammar, composition, vocabulary, listening, speaking, short stories, poems, novels, and drama. Students are required to do both expository and creative writing. They also give oral reports, participate in debates, and act out a Shakespearean play.

Social Studies - Grade 6 - An introduction to world history with a review of ancient civilizations from pre-historic times through the Middle Ages. Grade 7 - A chronological history of the United States from Colonial times through the Civil War, including principles of government based upon the major elements of the Constitution. Grade 8 - Continues the study of United States history post Civil War through the major events of the 20th century. Foreign, economic and political trends, and the events surrounding the major wars are addressed.

Mathematics: Grade 6 - The major strands of study studied are Numeration and Number Theory; Estimation; Operations involving fractions, decimals, mixed numbers, ratios, and percents; probability and statistics; reasoning and problem solving; geometry and coordinates; measurement; integers; and pre-algebra.

Grade 7 - Builds upon grade 6 strands with more sophistication; algebraic equations and inequalities; polynomials and functions; the coordinate plane; and more probability and statistics. Grade 8 - Two different levels of Algebra based upon 7th grade performance. A continuation of the strands already addressed with greater sophistication plus set theory, systems of equations and inequalities, polynomials and factoring, algebraic fractions, rational and irrational numbers, quadratics, and probability.

Science: Grade 6 - Earth Science, including units on meteorology, astronomy, and geology are the vehicle for learning scientific method and process. Grade 7 - This is a basic biology course including biodiversity, ecology, genetics, and basic human anatomy and physiology. Grade 8 - An introduction to physics and chemistry utilizing IPS (Introduction to Physical Science) and the program vehicle for delivery. This is an inquiry based program with focus on laboratory investigation into the properties of matter leading to atomic theory (substances, compounds, molecules, atoms).

Foreign Language - Students choose from either Latin, Spanish, or French upon entering sixth grade and remain with the language of choice through eighth grade. All three languages instruct in the written and oral application of the language as well as the historical and cultural components. Upon completion of this sequence, students receive one year of high school credit and proceed on to the next level of the language.

These courses are organized into grade level teams of teachers who take an interdisciplinary approach in coordinating curriculum and delivering instruction. School-wide initiatives, such as literacy, are reinforced a Sustained Silent Reading period for everyone built into the schedule. This promotes reading for pleasure, a practice directly impacting vocabulary and comprehension.

English and Social Studies teachers work closely to align and reinforce reading and writing skills. They have collaborated on writing handbooks for teachers and students, which focus on vocabulary, grammar, and style.

With respect to Fine Arts, all of our students choose between band, orchestra, and chorus upon entering sixth grade. They remain with their choices through the eighth grade alternating days in our schedule with physical education classes. In addition, all students receive art and drama exploratory classes all three years, which focus on student expression and creativity, while being grounded in the progressive development of the specific skills of the disciplines.

All of our students also experience Technology, Home and Careers, and Computer exploratory courses throughout the three years. These 'practical arts' programs enrich their experience through projects and practice that is applicable to many real life situations. In addition to the above, our sixth grade students

experience an exploratory course delivered by our guidance counselors grounded in Life Skills followed by health courses in seven and eighth grade, which focus on aspects of a healthy life style such as nutrition, drug/alcohol prevention, and decision-making skills. This sequence concentrates on social issues and the capacity to make appropriate personal choices when confronted with the dilemmas posed by peer pressure and an expanding social environment. They are grounded in physical and mental health education.

All of our programs focus on providing personal and authentic experiences for each student based upon current best practices in the discipline. Some examples are as follows:

All of our English students produce personal and authentic products as the result of our participation in the Visiting Artists in Residence Program at each grade level.

All sixth grade science students participate as a member of a team during a simulation of a space mission at the County Challenger Space Center.

Our entire seventh grade class takes a highly structured field trip to Colonial Williamsburg to authenticate their studies in social studies. They receive an interdisciplinary package of assignments for this trip, which touches upon all disciplines.

Our entire eighth grade class takes a highly structured field trip to Washington, DC. to help authenticate their studies of major events in twentieth century history, such as the Holocaust, the major wars, and the operation of our government through visits to the Pentagon, Capitol, and Supreme Court.

2b. (Secondary Schools) English:

Reading, writing, and oral communication skills are the focus in all grades. Students learn to apply reading and vocabulary comprehension strategies to increase their understanding and appreciation of a wide variety of literature - short stories, novels, poetry, and non-fiction. Through interdisciplinary units, students are guided to choose from a wide variety of subject matter for their increased personal enjoyment as well as for the acquisition of knowledge in all curriculum areas.

Students react to the literature in writing using a variety of forms - journals, expository essays, reports, stories, and poetry. Sixth graders learn to develop plans to write well-organized essays. Emphasis is placed on developing the skills of grammar and English mechanics for effective written communication. After a workshop with a professional author, each student writes and illustrates his/her own children's book and reads it to a class of elementary students.

Seventh grade students continue these strands using a variety of text books and several classic novels. Students learn to edit their own and their classmates' work for errors in mechanics, organization, and usage. Library experiences are built into many units of work to help the students become better acquainted with resources available to them.

In eighth grade, students are required to do expository and creative writing, to give class talks, and participate in a formal debate. The primary themes covered in 8th grade Language Arts are ostracism, roles of women across cultures, the Holocaust, and love. Our multicultural women's Lit unit and our Holocaust unit both include literature circles where the students get the opportunity to choose the book they read, prepare written work, and lead discussions within a small group setting. Our Romeo and Juliet unit begins with a week long visit from our artists in residence, The Hudson Valley Shakespearean Actors, who work with the students on making the plays language come alive, and culminates in the students acting out a contemporary version in their classes.

3. Additional Curriculum Area:

The Science program is designed to lay the foundation for understanding scientific phenomena by providing direct hands-on experiences. Through these varied experiences, students develop the skills of observing, predicting, experimenting, measuring, recording and interpreting data, which transcend science classes.

Earth Science is the main unit of study in sixth grade. In one unit, meteorology, a live-data weather station is utilized along with interactive websites to track and predict weather. The students then explore the fascinating topic of astronomy, which includes a visit to the Challenger Space Center, where they

participate in a simulated space flight mission. The students finish the year studying a unit on geology.

The seventh grade biology course is designed to give students a better understanding of their environment and of man's place among other living things. It aims to help students develop a basic understanding of important biological principles and the scientific process. Units of study include basic chemistry, the structure and organization of living things, the needs of living things, the physical environment, population dynamics (including disease, asexual and sexual reproduction, population control and genetics), biological communities and conservation.

The eighth grade physical science course introduces students to chemistry and physics through the investigation of the basic structure of matter. Laboratory investigation and experimentation are primary components of this course. Emphasis is placed on developing such skills as critical thinking, problem solving, drawing conclusions, working cooperatively with others, following written and oral directions, applying mathematical relationships, and writing.

There is a continuing application and development of skills in language arts and mathematics in the science content area. Oral communications skills are practiced by giving students many opportunities to present science topics and projects to their peers. Writing skills are emphasized with lab reports and research reports. Important contemporary issues like Global Warming are addressed for the science as well as interdisciplinary opportunities with social studies and English.

4. Instructional Methods:

At Bronxville Middle School, our focus is on the individual child as a learner. Since individuals have different learning styles, we utilize different strategies and resources to accommodate the individual learning needs. A typical lesson might include any combination of the following: large group instruction; small group cooperative learning; computer simulation; group or individual games; videos; audios; laboratory experimentation; etc. Multiple written resources with different reading levels may be used for a unit. Multiple assessments may be incorporated to accommodate different learning styles.

The success of the individual child is the 'gold standard'. This success is constantly being evaluated utilizing the academic team accompanied by support staff (psychologist, guidance counselor, special education specialists). We engage the parent(s) as part of the team discussion and decision process and offer parents strategies to reinforce learning at home. Teachers offer daily extra help as part of our regular schedule, and we mandate it for students who are in need but resistant to attend.

In recent years, our technology infrastructure has undergone a great deal of evolution. Interactive Smartboard technology is a seamless tool in a growing number of our classrooms. We have 24/7 capacity to communicate with students and parents through email and web pages. Our capacity to review past performance on high stakes tests and disaggregate this performance based upon curriculum strands has informed our curriculum development and instructional practices. We are growing in our use of contemporary technology tools both in our instructional practice and in evaluating our instructional practice. This has helped us to improve student learning as evidenced by the work itself and assessment performance.

We have recently embraced the body of research of Dr. Mel Levine, the pediatrician who directs the Clinical Center for the Study of Development and Learning at the University of North Carolina. The entire middle school staff participated in 'Schools Attuned' training, which focuses on differences in learning based upon clinical research on eight neuro-developmental constructs. Through application of the training and follow-up activities, we plan to implement activities that will help the child as well as the teacher learn about his/her learning style and use varied classroom strategies to enhance learning.

5. Professional Development:

The school's professional development program is designed and monitored by a Policy Board comprised of teachers, administrators, a Board of Education member and a parent. The execution of the program is managed by the district's Professional Development Center, which is staffed by a director and an assistant. Financial support for the professional development program is provided through district funds, a grant from the state education department and the Bronxville School Foundation.

To gauge the impact of professional development on student achievement, the Policy Board collects data from three sources: 1) artifacts such as samples of student work, student achievement data and curriculum

documents, 2) annual self-study reports in which teachers identify the impact of professional development on their classroom practices and student achievement, and 3) data extracted from the district's teacher evaluation instrument. The data are analyzed by the Policy Board in February of each school year in order to determine which professional development programs have contributed to increases in student achievement and which programs are in need of improvement or additional resources.

The Policy Board gives preference to long-term, job-embedded professional development programs rather than to unrelated professional development activities. Every effort is made to differentiate programs according to the professional development needs of the participants.

Examples of recent professional development programs that have had an impact on students include a literacy program based on *Strategies that Work* by Harvey and Goudvis, and a mentoring program for new teachers. Currently, the middle school is engaged in an investigation of the neuro-developmental constructs identified by noted physician, Dr. Mel Levine, and codified in the Schools Attuned program. Early in the school year, the entire middle school staff participated in five-days of Schools Attuned training, and is now engaged in developing application projects related to the school's child study process and to the advisory program.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 8 Test New York State ELA Assessment

Edition/Publication Year 2003-2007 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					
At or above Level 3	92	87	88	82	83
% "Exceeding" State Standards					
At Level 4	22	21	42	28	14
Number of students tested	119	136	125	130	133
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above Level 3		44	20		45
% "Exceeding" State Standards					
At Level 4		0	0		5
Number of students tested		16	10	9	20
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above Level 3	97	90	96	98	95
% "Exceeding" State Standards					
At Level 4	47	36	35	51	35
Number of students tested	119	135	124	130	130
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above Level 3		50			80
% "Exceeding" State Standards					
At Level 4		0			10
Number of students tested	9	16	9	9	20
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
At or above Level 3	92	94			
% "Exceeding" State Standards					
At Level 4	15	35			
Number of students tested	131	117			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above Level 3	64	64			
% "Exceeding" State Standards					
At Level 4	0	9			
Number of students tested	14	11			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
At or above Level 3	93	95			
% "Exceeding" State Standards					
At Level 4	52	44			
Number of students tested	133	117			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above Level 3	50	64			
% "Exceeding" State Standards					
At Level 4	0	9			
Number of students tested	16	11			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
At or above Level 3	90	91			
% "Exceeding" State Standards					
At Level 4	19	22			
Number of students tested	126	128			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above Level 3	50	60			
% "Exceeding" State Standards					
At Level 4	0	13			
Number of students tested	16	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
At or above Level 3	89	91			
% "Exceeding" State Standards					
At Level 4	12	31			
Number of students tested	126	129			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above Level 3	58	53			
% "Exceeding" State Standards					
At Level 4	0	0			
Number of students tested	12	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					