



## PART I - ELIGIBILITY CERTIFICATION

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11NY10

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. 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

11NY10

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 3 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 20131

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	148	156	304
K	0	0	0		<b>7</b>	151	148	299
1	0	0	0		<b>8</b>	136	144	280
2	0	0	0		<b>9</b>	0	0	0
3	0	0	0		<b>10</b>	0	0	0
4	0	0	0		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>883</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
7 % Asian  
1 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
83 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%  
 This rate is 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, 2009 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2009	931
(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. Percent limited English proficient students in the school: 0%  
 Total number of limited English proficient students in the school: 4  
 Number of languages represented, not including English: 3  
 Specify languages:

Spanish, Ukrainian, Albanian

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 35

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 16%  
 Total number of students served: 139

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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>33</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>66</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>76</u>	<u>10</u>
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>24</u>	<u>4</u>
Support staff	<u>10</u>	<u>4</u>
Total number	<u>117</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	96%	95%	94%	95%	95%
Teacher turnover rate	2%	7%	6%	7%	11%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In 2007-08, there were several maternity leaves.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

Mildred E. Strang was an admired teacher, principal, and chief administrator in our school system who retired in the same year that our school opened in 1969. As a dedicated member of the Yorktown school community for over forty years, Ms. Strang is remembered for her sense of humor, warm heart, hard work, tough talk, high expectations and keen interest in each person as a unique individual.

Ms. Strang believed that a middle school should be a special place where students and teachers work together in small learning teams within a grade level to create a sense of belonging, understanding, respect and caring. She believed that the role of a middle school program was to instill the joy of learning and provide students with the knowledge and skills that would form the foundation of their futures. The faculty and staff of Mildred E. Strang Middle School proudly share the vision, values and traditions of our founding educational leader.

At MESMS, we work diligently to prepare our students for the rigors of a high school program and lifelong learning but we are not content to stop there. We also strive to prepare our students to be caring, competent and cooperative citizens who will contribute to, and make a difference in our community and our world. Our mission is to provide a comprehensive educational experience that maximizes the individual potential and reflects the unique needs of our "tween-age" students. We focus on the distinct physical, intellectual, social, academic and developmental characteristics of young adolescents in our goals, our expectations, the instruction and the programs that we provide. The learning and working environment at our middle school is inviting, productive, safe and positive. Our school community is very supportive and families are actively involved in their children's education.

Our faculty, support staff and administrators work collaboratively to share their skills, knowledge, and expertise with our students. Our faculty has common planning time to discuss and develop instructional goals by grade level and department that are consistent with NYS learning standards. The planning time enables staff to create common lesson objectives and activities for effective student engagement and achievement. Our curricula are standards- based, rigorous, purposeful and carefully mapped for effective implementation within and across our content area departments. The content, process and outcomes of the curricula are articulated vertically and horizontally for a K-12 approach to instruction, for consistent assessment of student performance and for increased student achievement.

We offer comprehensive core and exploratory programs, academic support services, a full spectrum of special education services, inclusive programming and integrated technology as learning tools for our students. Our guidance and pupil personnel support staff communicate and meet regularly with students, faculty and families to review individual academic progress and to guide the personal growth and well-being of our students. Our staff members are very active in essential building and district committees and participate in professional development initiatives that are consistent with our school's mission.

We are proud that our school's strengths include:

- Our interdisciplinary reading across the curriculum program that connects all subjects to strategies that improve reading and writing skills.
- Our art, music, technology, home and career skills, physical education, health, and computer skills programs that are essential to the developmental needs of our students.
- Our Living History simulation program and our "Hands-on" Science program that have received excellent community recognition.
- Our communicative second language program in grades 7 and 8 and our annual International Night Festival that develop multicultural awareness and appreciation.
- Our accelerated Regents level math, Regents level science, grade 6 Latin enrichment, and gifted and talented classes.

- Our AIS/RTI tiers I, II and III pull-in/push out classes that are based on scientific research to focus on individual growth and achievement. Benchmark assessments and progress monitoring on a regular basis ensure student performance and achievement.
- Our Library Media Center that encourages students to read daily through "Lunch Bunch" and the "Leisure Corner." Media literacy is promoted through instructional technology in all subject areas using netbooks, Web 2.0, Senteo Response, SmartBoards, software such as ComicLife, and document cameras for inquiry and project -based learning .
- Our special education program that offers a wide spectrum of services to meet the specific needs for students with individualized educational programs.
- Our afterschool extracurricular activities that are sponsored by our faculty and connect our students in positive ways and discover new interests or friendships with other students through the 30 clubs offered. Some students also qualify to participate in the HS sports program.
- Our PBIS (Positive Behavior Intervention and Support Committee that is comprised of staff, parents and administrators who work together each year to develop and implement building level training, lessons and strategies that teach and model appropriate student behavior for our students. We focus on creating, supporting and sustaining a positive learning and working environment for everyone. All students and staff members participate in this program and there are a variety of ways to acknowledge student achievement. Our school motto is "Be Safe, Be Responsible, and Be Respectful." The success of this program is evidenced by the drop in student disciplinary referrals from over 400 in 2004 when the program began to 26 referrals in 2009.
- Our "Operation Positive Role Model" and Bullying Prevention Program that recognizes students on a weekly, monthly and annual basis for doing "acts of kindness" and for making a difference in the lives of others. Over 140 students were honored last year at a recognition banquet. Our program has been replicated by other schools and is supported by our guidance counselors, our staff, and a part-time bullying prevention counselor. We also are in the second year of a partnership with the Longfellow Elementary School of Mount Vernon, NY to plan and provide unique multi-cultural character education experiences for the grade 6 students from both school districts. Many of the activities are sponsored by grants from a private foundation.
- Our Building Emergency Response Team (BERT) consists of administrators, staff, parents and our School Resource Officer who have volunteered to receive advanced safety training to promote confidence, coordination and stability in our building in the event of an emergency or crisis. Our proactive drills and emergency procedures are highly regarded by local law enforcement agencies and our program has been replicated by other schools.

### 1. Assessment Results:

The ELA performance trends in our data tables for the years 2006-2009 for grades 6-8 indicate steady overall improvement in student achievement of the NYS Learning standards. The percentages of all students who met the learning standards and/or met the learning standards with distinction (achieved at Levels 3 and 4 combined) increased from 75.63% in 2006 to 90.14% in 2009.

The Math performance trends in our data tables for the years 2006-09 for grades 6-8 also indicate steady overall improvement in student achievement of the NYS Learning standards. The percentages of all students who met the learning standards and/or met the learning standards with distinction (achieved at Levels 3 and 4 combined) increased from 83.32% in 2006 to 96.63% in 2009.

By grade, for ELA 6, the overall percentage of students who achieved at Levels 3 and 4 combined increased from 81.95% to 88.52%. For ELA 7, the percentage increased from 73.42% to 94.19% and the ELA 8 percentage went from 71.43% to 87.06%.

For Math 6, the overall percentage of students who achieved at Levels 3 and 4 combined increased from 82.99% to 95.17%. For Math 7, the percentage increased from 75.0% to 96.49% and the Math 8 percentage went from 91.28% to 98.06%.

From 2006-2009, the scores of each of our sub- groups generally increased. Our English Language Learner student population was less than 10 students per grade so their scores are not reported. Our African American student population was often less than 10 students per grade level but when reviewing the scores for the population by the school average, the scores stayed consistent at 88% in Math and increased in ELA from 70% to 83% for students receiving Levels 3 and 4. Our Hispanic student population school average scores increased from 70% to 94% for students receiving scores in levels 3 and 4 in Math. Their scores increased from 58% to 90% for students receiving scores in levels 3 and 4 in ELA.

Between 2006 and 2009, the ELA performance trends indicate significant improvement in the overall achievement of our Special Education students. The total percentage of our special education students who achieved at Levels 3 and 4 combined on the NYS ELA assessment grades 6-8 increased from 25.95% in 2006 to 52.48% in 2009. The total percentage of our special education students who achieved at Levels 3 and 4 combined on the NYS Math assessment grades 6-8 increased from 42.42% in 2006 to 79.29% in 2009.

Over the same time period, the number of our Low Income student population fluctuated between 31 students in 2006 and 23 students in grades 6-8 in 2009. Their scores fluctuated as well but the percentage of our low income students who achieved at Level 3 and 4 combined went from 58% in 2006 to 73.91% in 2009 on their ELA assessments. The percentage of our low income students who achieved at Level 3 and 4 combined went from 77.42% in 2006 to 86.96% in 2009 on their Math assessments.

Please note that for the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination.

The percentage of all MESMS students who met the proficiency standards and/or exceeded the proficiency standards (achieved at Levels 3 and 4 combined) was ELA 6-8= 74.89% Math 6-8= 89.61. The percentages of the 35 low income students ELA= 48.57% Math 6-8= 74.29. The percentage of our special education population in grades 6-8 was ELA=33.79% Math= 50.34%.

Additional information can be found in the news release materials at:  
[http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html)  
[http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html)

Our scores for 2009-10 can be found at:  
<http://www.p12.nysed.gov/irs/ela-math/2010/2010-ELAandMathDistrictandBuildingAggregatesmedia.pdf>

Since there was an achievement gap of 10 or more percentage points between the 2010 test scores of all MESMS students and the sub groups, we are:

- Reviewing the individual student assessment score reports; comparing responses for patterns of error frequency: item analysis to identify content/skills needed to be reinforced, or for targeted instruction
- Providing AIS/RTI tier III support and Learning Center reading/ writing or math skill instruction for students who do not score at level 3 or above
- Providing AIS/RTI progress monitoring and Tier II support for students who scored a low level 3 but their classroom performance or local assessments indicate risk for scoring below the proficiency level on future assessments
- Implementing Response to Intervention programs, resources, materials and strategies in ELA and Math with professional development by a national consultant.
- Conducting on-going benchmarking of student performance and data analysis for instruction
- Meeting with parents and teachers of at risk students to incorporate instructional strategies to address the academic needs of these students
- Allocating a specialized reading teacher per grade level to support students in the content area classrooms, work collaboratively with teachers to model reading strategies, and to provide intensive small group reading instruction with identified students as needed.

## **2. Using Assessment Results:**

At MESMS, we use a collaborative team approach by grade level and department for effective and efficient use of assessment data from the NYS Assessments and from on-going screening, diagnostic evaluation, progress monitoring and from longitudinal analyses over time to improve student and school performance. NYSTART, Cognos and AIMSWEB help us analyze building and grade level test results and give us individual student reports, raw scores, scale scores, scoring keys, detailed item analysis and other data to address individualized needs.

Administrators, guidance counselors and teachers review all student data that is provided by diagnostic, performance and standardized assessments and can be further disaggregated by subgroups. From these data sources, teachers and staff determine on which specific questions our students excelled or struggled. We can see how the performance of our students compared to other schools and to each other. We determine what strategies such as SQ3R and reading comprehension strategies are needed to address specific performance indicators or the cause of the errors/distracters in each of the core content areas. We

use the data to determine and assign appropriate reading or content area support through Tier I, II and III RTI interventions. "Strategies for Success" is an additional Tier II/III support for non- mandated targeted support targeting organizational study and specific functional skills.

Universal benchmark screenings such as MCAP, MCOMP, DIBELS and the MAZE provide baseline data that indicate which students may need extra assistance or additional diagnostic evaluation. The diagnostic evaluation that we do helps teachers to pinpoint, objectively and in measurable terms, specific information regarding a student's strengths or needs so that the teacher can target instruction to best help that student. The progress monitoring that we do checks student performance on a regular basis to ensure that the student is making progress or if a change in level of instructional support may be needed. Our teachers also can use this information to determine appropriate interventions, and targeted support services for their students. This data can also help teachers identify students who can benefit from accelerated or enriched courses.

To assess and evaluate our overall school performance and our school climate, we also use data analysis to make essential decisions. We conduct many Project SAVE school emergency drills and provide all staff members with tools to evaluate our safety performance and make any immediate recommendations to our building emergency response team. We have participated in building-wide and district wide staff surveys and evaluation checks that are the performance indicators for our well-received Olweus Bullying Prevention program, and Operation Positive Role Model Student Recognition Program for Character education. We have conducted self- evaluations and PBIS School Evaluation Tool (SET) assessments to determine the effectiveness of our Positive Behavior Intervention Support and our student behavior program. The assessment results enable us to objectively maintain or improve current building initiatives.

### **3. Communicating Assessment Results:**

Everyone in our school community shares in the responsibility to help our students do their best, to achieve high standards and to engage in continuous school improvement efforts. To ensure that the members of our school community are aware of and understand essential information about our student performance, programs and assessment data, we reach out to our community in a variety of ways.

We share information about the achievements and overall performance of our students to gain and maintain support for our school, our programs, our activities, our policies and our students. The achievement of our students and staff are celebrated publicly in our Good News reports to the Board of Education, on our school website and through recognition programs such as our MESMS Superstars luncheons, our Operation Positive Role Model Dinners, and through Honor Roll designation on our report cards.

To communicate student performance and assessment data effectively with MESMS families and our school community, our teachers have active school based web pages and district email addresses. There are phones in every classroom so that our staff can call home or be reached via voicemail by the parents/guardians of their students. We provide much information about student achievement, the learning standards and assessment performance on our Middle School web page, our district web site and parent portal site. Information about student performance is also shared during District and Building presentations or workshops, at School Board meetings, at district Curriculum Council meetings, at grade level or department meetings, at PTA and Building Team meetings as well as at team assemblies for our students.

Together with our central administrators, we collaborate and discuss student expectations with staff and families. We provide professional development for our staff, parent training for our community and guided instruction for our students so that the purpose, process and outcomes of our initiatives and performance assessments are clear to everyone. We also offer parents/guardians a variety of information to increase student achievement through parent conferences, and team meetings with our staff and guidance counselors.

Teachers use student performance data to suggest activities and provide resources such as study guides, video streamed presentations, and review materials that parents/students can use at home to reinforce or enrich essential skills. Such proactive efforts are essential for the successful implementation of and outcomes for our school's AIS/Response to Intervention Programs and for our Strategies for Success academic support program.

Frequent and significant methods of acknowledging and recognizing positive student behaviors to be safe, responsible and respectful and "doing the right thing" also are key to the success of our Positive Behavior Intervention Programs, our Bullying Prevention program, our Wellness and Healthy Choices program, our Positive Role Model program, our character education and our Building School Safety/ School Resource Officer programs.

#### **4. Sharing Lessons Learned:**

Our school has shared best practices, methods to work with data and effective teaching techniques with other schools in the district, state or professional organizations.

1. Our Positive Behavior Intervention Support Program motto is "Be Safe, Be Responsible, and Be Respectful." Since 2004, our student behavior referrals have dropped by over 90% from over 400 to 26. Our PBIS team faculty facilitators serve as PBIS coaches and mentors for PBIS teams in other school districts and have presented at regional workshops and a national conference.

2. We share information about the Olweus Bullying Prevention program with other schools interested in starting this program. Our partnership with the F. Cecil Grace Foundation has helped us to develop and support an "Acts of Kindness/Making a Difference" Student Recognition/Bullying Prevention Program for more than eight years. We have received grants, much local, county and even state recognition for our "Operation Positive Role Model" Program.

We have helped other schools to replicate or develop similar bullying prevention programs for their students at the elementary, middle and high school grade levels. We also are in the second year of a partnership with the Longfellow Elementary School in Mount Vernon, NY to plan and provide unique multi-cultural character education experiences for grade 6 students together from both school districts.

3. Our Teacher Coordinator for ELA/Reading has developed effective assessment and student performance monitoring protocols. Our middle school RTI team reviews performance assessments with effective analysis of student data. The procedures and the outcomes have been presented by our data team at Superintendent Conferences and district level meetings and to staff from other schools.

4. Our Teacher Coordinator for Social Studies is a Living History Specialist. He shares strategies of success to make social studies come alive in the classroom during regional workshops, at state conferences and a variety of publications.

5. We have "Tech Tuesdays" one to two times per month for staff development technology training. Our consultant trainers share the outstanding success of our technology training model with other school districts.

6. Our Library Media Specialist has developed fantastic digital literacy and multi-media, interdisciplinary programs in our school. She is often requested to speak at local and national conferences about the integration of technology into the regular curriculum.

7. Our science program promotes an inquiry-based, hands-on approach to science. During grade six stream study units, our students presented data and research to the town and other professional organizations about the quality of the local water shed. Students from our Special education science classes from grades six through eight were invited to present their project research findings for marine life at a local university.

8. Our BERT safety team members work together so effectively and efficiently that our safety drill strategies, management, organization and evaluation process have become models for Project SAVE training for other schools and districts.

## 1. Curriculum:

ELA: Our ELA curriculum maps and lessons are standards-based and meet the developmental needs and interests by grade level. Interdisciplinary and themed literature units as well as leveled texts, literature circles, tiered assessments, flexible groupings and the incorporation of technology such as the interactive whiteboards enable all students to be engaged in our ELA classes with significant content based on high standards.

Each ELA certified teacher instructs approximately twenty six students per heterogeneously grouped team class. Self-contained and collaborative special education ELA classes are provided for students as needed. Additional classes for ELA AIS/ RTI support or enrichment are provided.

The ELA content is:

Grade 6 – Literature: fables, fairy tales, legends, myths, realistic fiction, short stories, poetry, mystery, memoir

Writing: paragraph(s), persuasive essay, creative writing, journal responses

Grammar: parts of speech

Vocabulary Development: Vocabulary Workshop

Grade 7 – Literature: short story, poetry, historical fiction(American Revolution), auto/biography, contemporary, nonfiction, contemporary novels.

Writing: Expository: personal, literary, research essay Creative: personal/narrative, poetry, short story

Grammar: parts of speech, punctuation, capitalization, sentences

Vocabulary Development: Vocabulary Workshop

Grade 8 – Literature: short stories, poetry, historical fiction (Holocaust), nonfiction, Mystery Unit, drama/plays

Writing: Expository: personal, literary Creative: personal/narrative, poetry

Connections: Text to text, text to self, etc.

Grammar: MUG (mechanics, usage and grammar)

Daily Oral language: Identifying in literature and applying to students' writing

Vocabulary Development: Vocabulary Workshop Level C, Vocabulary in literature studies

Math: NYS standards-based math instruction is delivered by certified teachers with 26 students per class. Classes are 43 minutes long and various levels of Math instruction including on-grade level, special education and accelerated instruction are offered. Additional classes of AIS/RTI math skills support are available.

Our math teachers provide spiraled instruction on topics beyond the specified standards in order to promote thinking skills for authentic application and mastery performance. The content for Math is:

Grade 6: Number Systems and Operations; Estimation; Variables and Expressions, Equations and Inequalities; Geometry Shapes; Coordinate Geometry; Measurement- Units, Tools, Methods; Statistics and Probability: Collection, Organization, Display, Analysis and predictions from Data.

Grade 7: Number Systems; Number Theory; Operations; Estimations; Variables and Expressions; Equations and Inequalities, Patterns, Relations and Functions; Geometry shapes and relationships; Coordinate Geometry; Units, Tools, Methods and Estimations of Measurement; Statistics and Probability: Collection, Organization, Display, Analysis, Predictions of Data and Probability.

Grade 8: Number Systems; Estimations; Variables and Expressions; Equations and Inequalities, Patterns, Relations and Functions; Geometry constructions; Coordinate Geometry; Geometric Relationships, Transformational Geometry, Units, Tools, Methods and Estimations of Measurement.

Science: Our science curriculum is standards- based and topics are spiraled grades 6-8. Science content and skills instruction is delivered by certified science teachers through inquiry, project based lessons and text. Self-contained, AIS and collaborative special education science classes are provided. Students can be accelerated in Science grade 8 to take Regents Earth Science.

Hands-on lab activities, demonstrations, guest speakers, audio visual materials, technology- based interactive lessons (Smart Boards), class discussions, reading in the content area, independent research and continuous connections to life experiences/ real world engage all students in Science. The Science content is:

Grade 6: Stream Study; Measurement; Weather; Inside the Earth; Rocks and Minerals; Electricity and Magnetism; Light; Earth, Moon and Sun; Plants

Grade 7: Science Inquiry; Scientific Method; Measurement and the metric system, Genetics and Ecology; The Cell and Cell Processes; Living and Non-Living Characteristics; Human Body; Core Classification

Grade 8: Scientific Method; Matter: and Classification; Motion; Force; Work and Energy; Sources of Energy.

Social Studies: Our Social Studies certified teachers provide standards-based content instruction and connect reading and writing skills to the Social Studies curriculum for our students. Primary and secondary historical sources are connected to NYS standards through activities such as writing document based essays, critical thinking and response questions, research projects, debates, and oral presentations.

Teachers provide interdisciplinary learning by integrating Social Studies content with skills from other subject areas. They use graphic organizers, scientific method, thematic writing and technology based activities in their classrooms. Students are engaged in the content through cooperative projects, authentic experiences and simulations (our Living History Program,) hand-on projects and Smart Board based instruction. Teachers also use tools such as Google Maps, Power point presentations and a variety of strategies for differentiation including learning stations and jigsaw groups. Special education and AIS support classes are provided for students as needed.

The social studies content is:

Grade 6: River Valley Civilizations; Hellenistic Cultures; Medieval Times, The Renaissance and Exploration, Europe, Imperialism, The Middle East.

Grade 7: Global Heritage before 1500; European Exploration and Colonization of the Americas; Colonization of North America; Colonial Settlements; A Nation is Created; The American Revolution; Newly Independent States; Experiments in Government; Life in a New Nation; Division and Reunion.

Grade 8: Reconstruction; Westward Expansion- Post Civil War; An Industrial Society; Immigration; Overseas Expansion and WWI; the Great Depression; WWII; the Cold War; The Post Cold War Era; United States in the 21st Century.

Visual and Performing Arts:

Our students are engaged in creating, performing and experiencing the arts through the study of general or instrumental music, chorus and the fine arts. Students can play an instrument, have small group Band or Orchestra lessons scheduled every other day all year. Our chorus classes and general music classes are on a semester schedule. Our art and technology classes are daily for ten weeks.

In general music, students participate in our "World Drumming Program" and our "Music in Education" Yamaha Key Boarding Program. Our general music program also offers students basic guitar lessons and a variety of music theory projects. In Chorus, students learn theory and techniques of choral music and develop a multi-cultural appreciation through the songs selected for various performances.

Students in our instrumental programs have access to Smart Music software for practice sessions. Students can take workshops in song writing, GarageBand, Jazz Improvisation Workshops or marching band. Actors' Workshops and our spring Musical are very popular after school activities. Students can qualify/participate in local, regional and state musical competitions such as All County and All State Performances.

Our school has two art studio classrooms and two technology applications studios. Students learn to draw, paint, and apply color theory, to make collages and crafts, print with a press and create sculptures. They also learn computer assisted design, wood working design, Microsoft programs and to use Adobe Photoshop. Our Art program has two kilns, potters' wheels, clay supply and extruders for our ceramics units. Student art work is displayed in our hallways, showcases and in public exhibitions. Recently, student work was displayed at the United Nations.

#### Physical Education, Health and Nutrition:

Our NYSED standards-based health and physical education programs teach students how to establish and maintain healthy lifestyles, good physical fitness and good nutrition. In physical education classes, students participate in a variety of age appropriate physical activities and perform basic motor/manipulative skills. They also learn and practice cooperative team, competitive and individual activities to increase their physical endurance, abilities, strength, body composition and fitness to reach their personal best. Physical education activities include team passing, net/wall, target and field sports, swimming, gymnastics, unique outdoor activities such as Snow Shoeing and Orienteering, personal performance and fitness activities such as our Body Shop unit.

Our health curriculum is aligned with the NYS Health Education Skills Matrix and Functional Content Area standards. Students learn life skills including decision making, effective communication strategies, assertiveness, refusal skills, and goal setting. Health classes are offered daily for ten weeks. Our programs help students learn about their bodies and understand how physical, emotional and social health are connected during adolescence and how to access resources in our community to pursue healthy and active lifestyles. Other unit topics include stress management, understanding depression, self- esteem, basic first aid, sexual health, diseases including HIV and eating disorders, tobacco, alcohol and drug abuse prevention, violence prevention, peer pressure and suicide prevention.

Our school nurse coordinates wellness activities and contests throughout the year. She also works with our Student Assistance counselor to promote alcohol abuse, drug- free and anti-smoking pledges, "Plant the Promise" and personal safety activities. The nurse facilitates nutrition awareness activities such as Cafe Taste Tests, "Wellness Wednesdays," morning announcement health tips and "Steps to Health."

#### Second Language:

The goals of our 7th and 8th grade second language program are to develop and practice functional and situational communication abilities in Spanish, Italian or French as well as to develop a greater multi-cultural understanding and appreciation of other cultures. Our second language curriculum is standards-based so that our students will achieve the learning outcomes of NYSED Checkpoint A for one unit of High School credit by the end of grade 8. Each student will be able to speak, listen, read and write in a language other than English.

The curriculum enables our students to learn the vocabulary, grammar and skills to communicate, socialize, express feelings, obtain or give information in a second language, and suggest or change a course of action. Topics for language instruction include personal information, house and home, family life, community, physical environment, food and drink, health and welfare, education, jobs, leisure, shopping, travel and current events.

Our certified second language teachers use role playing, total physical response strategies, video games, cartooning, video clips, dialogue simulations and technology such as on-line virtual tours and hands-on projects to engage students with the curriculum. Students are able to initiate, comprehend and respond to simple statements or basic conversations. Students are able to read and write basic information and construct extended responses. We also have a Spanish club and a Multi-cultural club that sponsor our very popular annual International Night Festival.

## **2. Reading/English:**

The NYS Standards and Core Performance Indicators are the foundation of our ELA curriculum and instruction for reading, writing, listening and speaking. The department members review their curriculum maps to ensure alignment with NYS Standards and to eliminate any gaps within a grade level.

The content for ELA is as follows:

Grade 6 – Literature: fables, fairy tales, legends, myths, realistic fiction, short stories, poetry, mystery, memoir

Writing: paragraph(s), persuasive essay, creative writing, journal responses

Grammar: parts of speech

Vocabulary Development: Vocabulary Workshop

Grade 7 – Literature: short story, poetry, historical fiction(American Revolution), auto/biography, contemporary nonfiction, contemporary novels

Writing: Expository: personal, literary, research essay Creative: personal/narrative, poetry, short story

Grammar: parts of speech, punctuation, capitalization, sentences

Vocabulary Development: Vocabulary Workshop

Grade 8 – Literature: short stories, poetry, historical fiction(Holocaust), nonfiction, Mystery Unit, drama/plays

Writing: Expository: personal, literary Creative: personal/narrative, poetry

Connections: Text to text, text to self, etc.

Grammar: MUG (mechanics, usage and grammar)

Daily Oral language: Identifying in literature and applying to students' writing

Vocabulary Development: Vocabulary Workshop Level C,

Vocabulary in literature studies

An overview of our ELA language activities includes:

- Informational language activities such as reading of essays/Textbooks/nonfiction books/newspapers and magazines/Internet resources; writing of essays, outlines, summaries, research reports, newspaper articles; listening to classroom instructions, group discussions, lectures, videos, literary groups.

- Literary language activities such as reading of stories, myths , fables, poems, plays, novels; writing of personal responses, explanation of texts, original stories , poems, skits; listening to oral readings of literature, plays, videos; speaking in group discussions and literary circles about literature.

- Analytical language activities such as reading of literature, public documents, speeches: writing of persuasive essays, thesis / support papers; listening to commercials, advertising, political speeches, debates; speaking for book reviews, opinion surveys, interviews.

- Social language activities such as speaking/ listening for introductions, group discussions, conversations; writing of notes, letters, reading of notes, texts and email, journal entries.

Our school reading team conducts systematic review of all student data including state assessments, DIBELS, Stanford Diagnostic and MAZE benchmarks in the fall, winter and spring of each school year.

We do progress monitoring using MAZE probes every ten days for students who receive targeted services at RTI I Tier II and Tier III and for students who are in self-contained special education ELA classes.

Based on the data from the probes and the diagnostic testing, we provide multi-levels of reading support for our students. We provide a very structured, intensive phonetics and decoding program for students in greatest need of support in addition to their regular ELA classes. We provide intensive reading instruction time within the student's daily schedule with reading specialists who provide extra small group instructional time to increase reading and writing skills beyond the ELA classroom instruction. We also offer reading support for students in coordination with regular classroom instruction by providing reading specialists who push into classrooms. We provide opportunities by quarter and by semester to provide explicit instruction in techniques that will improve reading comprehension and reading fluency.

### **3. Mathematics:**

Our Math department has developed grade level curriculum maps based on the New York State standards. Grade level teachers are scheduled to meet regularly to ensure that the pacing of our instruction is effective and that students are actively engaged with curriculum to meet and exceed the content area standards. Students are measured by frequent assessments which provide feedback to the teachers about their progress.

Our Math department uses performance indicators to validate the standards achieved by students by analysis of the state assessment. The performance indicators are determined by the state standards and the content is spiraled in order to promote understanding and application of skills and concepts. Our teachers use differentiated teaching strategies and technology such as Smart Boards and the Senteo electronic response tools to expand the curriculum to include higher level thinking skills and to keep students actively engaged.

The content for Math is :

Grade 6: Number Systems and Operations; Estimation; Variables and Expressions, Equations and Inequalities; Geometry Shapes; Coordinate Geometry; Measurement- Units, Tools, Methods; Statistics and Probability: Collection, Organization, Display, Analysis and predictions from Data.

Grade 7: Number Systems; Number Theory; Operations; Estimations; Variables and Expressions; Equations and Inequalities, Patterns, Relations and Functions; Geometry shapes and relationships; Coordinate Geometry; Units, Tools, Methods, and Estimations of Measurement; Statistics and Probability: Collection, Organization, Display, Analysis, Predictions of Data and Probability.

Grade 8: Number Systems; Estimations; Variables and Expressions; Equations and Inequalities, Patterns, Relations and Functions; Geometry constructions; Coordinate Geometry; Geometric Relationships, Transformational Geometry, Units, Tools, Methods, and Estimations of Measurement.

To improve the mathematical skills and performance of our students, we benchmark our students three times per year using the MCAP and MCOMP (computations and applications) to assess all students through our AIMSWEB Data Management System. The MCOMP assessments are given to students who are performing below grade level every ten instructional days.

The data is collected and has been used to support students and to make data based decisions to provide AIS/RTI support at specific frequency based on need and to demonstrate growth/progress. We do progress monitoring using MCOMP probes every ten days for students who receive targeted services at RTI Tier II and Tier III support, and for students who are in self- contained Math classes.

We provide opportunities by quarter and by semester to provide explicit instruction in techniques that will improve mathematical skills and application of concepts. We provide AIS/RTI support though pullout and push in models at all grade levels and for all levels of need.

#### **4. Additional Curriculum Area:**

The MESMS science program enables our students to acquire the essential skills and knowledge to think about, question and understand the physical setting, the living environment and natural phenomena that occur in the world around them. The middle school science curriculum epitomizes the mission of our school because it combines the natural curiosity of young adolescents with the excitement and challenge of the scientific process and discovery.

Our science curriculum helps our students learn how to integrate scientific principles with scientific reasoning, critical thinking, problem solving, inquiry and communication through experimentation and hands-on learning activities. Students learn basic scientific skills such as following safe laboratory procedures, using measurement tools, making observations, recognizing and analyzing patterns or trends, classifying objects for a purpose, creating models, sequencing events, identifying variables, collecting, recording, predicting and interpreting data or results about the natural and physical worlds.

The NYS Science Core Standards serve as the foundation of our science curriculum. Students in grades 6, 7 and 8 explore the relationship between evidence, explanations and applications of the essential science literacy skills and concepts that they are taught. Our teachers enthusiastically provide lessons, labs and projects that are designed to “hook” students and their natural inquisitive nature. Our science staff also works closely with their high school science colleagues to design instruction that prepares our students for high school science and beyond.

Science is taught through an interdisciplinary approach in our middle school. The science curriculum supports the integration of reading in the content area strategies, math skills and social studies concepts into daily science lessons. Opportunities for enrichment, acceleration to HS Earth Science in grade eight and extended applications of a topic or concept also are incorporated into each lesson. For example, if the main goal of an electricity project is to produce a circuit, our teachers incorporate advanced level extensions that include activities for series and parallel circuits with or without switches with specific and practical applications in history and in our lives today. Topics from physical education, art, technology, health and home and careers are also included in our science lessons.

Our science department members are very proud of their achievements and programs. For several years, our grade 7 science teachers have coordinated a Red Cross Blood Drive. Our school received the "Little Doctors Blood Drive- 2008-2009" School Recognition Award. Our Watershed Stream Study program has received Town recognition and our Women in Technology Workshops for girls in Grade 6 have been sponsored by IBM for many years. Our Green Team focuses on the environment and our community. We have received local grants for our School Garden and our historical garden where we grow the same crops that the American Colonists may have grown. Science connections and extensions are significant components of our Outdoor Education, Norwalk Aquarium and Bronx Zoo trips, our Weather assemblies with forecaster, Jim Witt as well as our Arctic Wolf Visitation Program. New Jersey Liberty Science Center and various museum assembly presentations are supported by our district and our PTA.

#### **5. Instructional Methods:**

Our MESMS faculty differentiates instruction in many ways to meet the diverse needs of our students in their classrooms and to differentiate the complexity of learning tasks beyond the regular classroom. We offer a full-continuum of Special education, ESL and academic support or enrichment services for any student. We also offer instruction in a multi-tiered model for academic support that is aligned with the NYSED Common Core Learning Standards and Response to Intervention (RTI) initiatives.

Our teachers use pedagogical tools such as simulations, investigations, role playing, KWL charts, graphic organizers, interest surveys, topic compacting or scaffolding, and tiered activities to differentiate the content and skills. The content level of the material is differentiated by providing different levels of textbooks, different levels of resource materials, textbooks on audiotapes, and the use of assistive technology. The expected outcomes for our students are designed to meet or exceed the NYS learning

standards and are also differentiated to the interests, needs and readiness of our students. Our teachers incorporate flexible grouping, literature circles, and learning centers into many lessons and can vary the pace of instruction. Many teachers also use exemplars and rubrics to guide student learning and assess student progress.

Our middle school has approximately 900 students and is in a team teaching configuration. Each grade level of approximately 300 students is divided into three instructional teams of 100 students and 4 core area teachers. The team teachers work together to adjust learning goals and instructional formats to meet the needs and abilities of their students. Our teachers provide whole class, small group, partner and individualized instruction based on the lesson topic, objectives, and readiness of their students. Ongoing informal and formal assessments that monitor student learning and progress enable teachers to provide extension or remediation activities according to the needs of their students in any subgroups.

Our RTI Tier I academic support program is designed and differentiated to meet the needs of all students in a regular classroom setting. Our Tier II and Tier III programs provides targeted instruction for those students in any subgroups who are not achieving or are at risk of not meeting the standards of the core curriculum., These supplemental support classes provide push-in and/or pull-out support and on-going progress monitoring. Tier II and III programs incorporate research-based programs such as SRA Reading and Number Worlds Math to instruct the students in need of additional support.

Each of the grade level teams has a collaborative special education teacher who works in partnership with each of our academic teams. This inclusive co-teaching model provides differentiated instruction and support for special education students in the mainstream content area classes. We also have a team of special education teachers who specialize in their content areas and provide differentiated small group services with specialized programming for disabled students with more intensive needs. Planning time is provided for the teachers to meet and to modify their lessons as needed to ensure the success of their students.

## **6. Professional Development:**

At MESMS, our professional development program uses a variety of delivery approaches to provide our staff with opportunities to learn new skills, content or proven strategies relevant to district and building needs that are connected to increased student achievement and support student learning. The design of our professional development program has staff input, and focuses on ways to incorporate meaningful collaboration between the staff and the providers of the training. Our staff development offerings are very rigorous, provided throughout the school year for sustainability and based on the goals of improving instruction and increasing student success.

Our building level staff development initiatives are based on the district goals and objectives that are developed annually by our Board of Education and our Superintendent. Our professional development program offers opportunities for staff to participate in district- wide K-12 training programs. The K-12 approach fosters excellent vertical and horizontal curriculum planning/alignment and collaboration for continuous improvement for all students at all grade levels and is responsive to the developmental needs of students. The staff development program in our district is aligned with academic and is continually evaluated by our staff and administrators for its effectiveness to increase student achievement. The data from the evaluations demonstrate very positive academic and social evidence that our professional development programs are meeting our goals and expectations.

At the building level, there are professional development opportunities for our staff on-site and off-site at various times of the day and throughout the school year. Often we plan on-site training in content areas by grade level or by department with a trainer who is a content specialist. An extremely successful on-site staff development program is our "Tech Tuesdays" that provides our school with the same trainer specialists each month to learn how to incorporate Smart Boards and other new technology tools into classroom instruction. The effectiveness is evidenced by the teacher-created lessons that incorporate the tech strategies. Several of our teachers are even working toward Smart Board certification.

Consistent with district initiatives, we are providing our staff with training on a monthly basis in RTI/AIS methods by a RTI specialist. We also have specialist consultants who will focus on our grades 6-12 Science curriculum and the grades 6-12 Social Studies writing rubrics with our teachers and teacher coordinators. Since NYS has a new IEP format, we are offering webinars and training to address the needs of our special education staff.

Our teachers also share best practices and like to learn from each other. Our teachers enjoy peer coaching or mentoring and have monthly curriculum planning meetings by department. Our team teachers have a designated 45 minute period three times per week to meet with their teams/ departments, with the guidance counselors, with building administrators and by grade level. The teachers share strategies and discuss innovative approaches to deliver instruction and increase the academic achievement of their students.

There are many other staff development opportunities for our staff. Special district funds are available for staff to take professional development classes, or attend conferences and workshops. Each building principal also is provided with a specific allocation of district grant funding for professional development. This year all MESMS staff went to a well-received team building challenge course program co-sponsored by the district, the PNW Teacher Center and a private charitable foundation. Our staff participates in PBIS, Bullying Prevention and building safety training to support our on-going positive student behavior and our school safety programs. Our district also belongs to the Model Schools Program so staff can participate in a variety of excellent regional professional training programs.

## **7. School Leadership:**

MESMS has approximately 900 students and 137 faculty and staff members. Our school administrative team is comprised of a principal and two assistant principals. Each of the building administrators has more than ten years of successful administrative experience in his or her current position title. Consistency, reliability and stability in leadership are evidenced by the fact that the principal was assistant principal in this school from 1993 until she became principal in 2000 and one of the assistant principals was a grade 6 teacher in MESMS from 1992 until he became assistant principal in 2000 as well. The second assistant principal joined us in 2004 and had extensive prior administrative experience in NYC schools.

As building administrators, we offer our staff, students and school community knowledge, expertise, enthusiasm, and compassion. We enjoy working collaboratively with our staff, our students and our school community. Each of the assistant principals is responsible for approximately 300 students per grade level. They rotate with their student cohort from grade 7 to 8 and both share responsibilities for the grade 6 students each year.

Our leadership philosophy is results-oriented and student-focused based on the goals of our district and the mission of our school. Each administrator has the opportunity to develop his or her own goals and objectives for the year that focus on specific criteria, objectives and performance standards. These standards include: Educational Programs (Curriculum, Instruction and Communication) Staff Development; Supervision and Evaluation; Character Education, Facilities, and Fiscal Planning.

As school leaders, we work together as a team to plan, coordinate, facilitate, supervise and evaluate the key components of our middle school program. Communication and collaboration with each other, with our staff, students, parents/guardians, and central administrators are essential for the success of our school and the achievement of our students. We share common beliefs, values and ideals with our staff to nurture a sense of community, collaboration and mutual support. We are quite visible, and accessible as needed and interact formally (walkthroughs in classrooms) and informally with our staff during the school day.

At MESMS, we recognize expert teachers in each department who demonstrate outstanding leadership qualities and promote excellence in student performance and achievement. These master teachers are

eager to share their knowledge and skills with their colleagues so they work closely with the building administrators as department coordinators. Their efforts and department coordination help to ensure that our school goals, curriculum initiatives, staff development recommendations, data and assessment performance expectations, and student needs and academic performance objectives are being achieved.

The MESMS principal and assistant principals collaborate with our district administrators, the MESMS teacher coordinators, the PTA, the building committees and the staff to ensure that everyone's focus is on improving the achievement of our students. To develop and maintain this focus, we are committed to shared decision making. We also have staff and administrative representation on all building committees to support, publicize and explain building policies fairly and consistently; to facilitate team building and team activities for our staff and students, to provide input for the master schedule, to provide input for the development of the budget and the budgetary resources, and to plan and facilitate programs with our staff for the success of our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Math 6

Edition/Publication Year: As Year Listed Publisher: CTBS/NYSED

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and 4 meets standards	87	95	95	93	83
Level 4 meets standards with distinction	51	60	54	48	26
Number of students tested	296	270	346	309	335
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	1	4
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and 4 meets standards	69		93		82
Level 4 meets standards with distinction	15		40		18
Number of students tested	13		15		11
<b>2. African American Students</b>					
Level 3 and 4 meets standards					
Level 4 meets standards with distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4 meets standards		92	94	84	57
Level 4 meets standards with distinction		54	35	28	29
Number of students tested		13	31	25	14
<b>4. Special Education Students</b>					
Level 3 and 4 meets standards	46	75	70	60	33
Level 4 meets standards with distinction	13	17	11	19	0
Number of students tested	46	48	44	43	33
<b>5. English Language Learner Students</b>					
Level 3 and 4 meets standards					
Level 4 meets standards with distinction					
Number of students tested					1
<b>6. White</b>					
Level 3 and 4 meets standards	89	95	95	94	84
Level 4 meets standards with distinction	50	58	54	47	24
Number of students tested	262	236	289	266	291
<b>NOTES:</b> 1. Response is blank if the results are for less than 10 students in subgroup 2. NYS Alternate Assessment for Intensive Needs Special Education Students					

11NY10

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NYS ELA 6

Edition/Publication Year: as year listed Publisher: CTBS/NYSED

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and 4 meeting standards	76	89	88	85	82
Level 4 meets standards with distinction	10	19	5	19	18
Number of students tested	294	270	345	310	338
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	0	1	4
Percent of students alternatively assessed	1	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Level 3 and 4 meeting standards	46		47		73
Level 4 meets standards with distinction	0		0		9
Number of students tested	13		15		11
<b>2. African American Students</b>					
Level 3 and 4 meeting standards					
Level 4 meets standards with distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Level 3 and 4 meeting standards		92	81	75	64
Level 4 meets standards with distinction		23	0	4	7
Number of students tested		13	31	24	14
<b>4. Special Education Students</b>					
Level 3 and 4 meeting standards	35	48	41	45	33
Level 4 meets standards with distinction	2	0	2	2	0
Number of students tested	46	48	44	44	33
<b>5. English Language Learner Students</b>					
Level 3 and 4 meeting standards					
Level 4 meets standards with distinction					
Number of students tested					
<b>6. White</b>					
Level 3 and 4 meeting standards	77	88	88	86	83
Level 4 meets standards with distinction	10	17	5	19	19
Number of students tested	262	237	288	267	294
<b>NOTES:</b> 1.Response is blank if the results are for less than 10 students in subgroup. 2. NYS Alternate Assessment for Intensive Needs Special Education Students.					

11NY10

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Math 7

Edition/Publication Year: as year listed Publisher: CTBS/NYSED

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 and 4 meets standards	89	96	95	90	75
Level 4 meets standards with distinction	60	53	64	36	16
Number of students tested	279	342	311	339	316
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	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 and 4 meets standards	80		82		
Level 4 meets standards with distinction	40		45		
Number of students tested	10		11		
<b>2. African American Students</b>					
Levels 3 and 4 meets standards				80	
Level 4 meets standards with distinction				40	
Number of students tested				10	
<b>3. Hispanic or Latino Students</b>					
Levels 3 and 4 meets standards	93	93	85	73	60
Level 4 meets standards with distinction	53	30	54	36	0
Number of students tested	15	30	26	11	15
<b>4. Special Education Students</b>					
Levels 3 and 4 meets standards	45	76	71	47	38
Level 4 meets standards with distinction	14	11	18	5	6
Number of students tested	49	46	45	38	52
<b>5. English Language Learner Students</b>					
Levels 3 and 4 meets standards					
Level 4 meets standards with distinction					
Number of students tested					
<b>6. White</b>					
Levels 3 and 4 meets standards	88	97	97	91	74
Level 4 meets standards with distinction	58	53	63	34	15
Number of students tested	241	286	265	296	278
<b>NOTES:</b> 1.Response is blank if the results are for less than 10 students in subgroup 2. NYS Alternate Assessment for Intensive Needs Special Education Students					

11NY10

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: NYS ELA 7

Edition/Publication Year: As year listed Publisher: CTBS/NYSED

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Levels 3 and 4 meets standards	76	94	89	86	73
Level 4 meets standards with distinction	25	9	5	13	9
Number of students tested	279	343	311	339	316
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 and 4 meets standards	60		73		
Level 4 meets standards with distinction	10		0		
Number of students tested	10		11		
<b>2. African American Students</b>					
Levels 3 and 4 meets standards				90	
Level 4 meets standards with distinction				20	
Number of students tested				10	
<b>3. Hispanic or Latino Students</b>					
Levels 3 and 4 meets standards	73	90	85	64	73
Level 4 meets standards with distinction	20	3	0	0	0
Number of students tested	15	30	26	11	15
<b>4. Special Education Students</b>					
Levels 3 and 4 meets standards	35	64	53	49	27
Level 4 meets standards with distinction	0	2	0	3	2
Number of students tested	49	47	45	39	52
<b>5. English Language Learner Students</b>					
Levels 3 and 4 meets standards					
Level 4 meets standards with distinction					0
Number of students tested					
<b>6. White</b>					
Levels 3 and 4 meets standards	75	94	89	86	73
Level 4 meets standards with distinction	26	8	5	12	8
Number of students tested	241	287	265	296	278
<b>NOTES:</b> 1. Response is blank if the results are for less than 10 students in subgroup 2. NYS Alternate Assessment for Intensive Needs Special Education Students					

11NY10

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: NYS Math 8

Edition/Publication Year: As year listed Publisher: CTBS/NYSED

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 and 4 meets standards	92	98	97	93	91
Level 4 meets standards with distinction	55	47	48	35	31
Number of students tested	351	310	341	316	344
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	2	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 and 4 meets standards	75		100		77
Level 4 meets standards with distinction	33		30		23
Number of students tested	12		10		13
<b>2. African American Students</b>					
Levels 3 and 4 meets standards			82		
Level 4 meets standards with distinction			45		
Number of students tested			11		
<b>3. Hispanic or Latino Students</b>					
Levels 3 and 4 meets standards	91	96	93	100	81
Level 4 meets standards with distinction	45	38	21	47	15
Number of students tested	33	26	14	15	27
<b>4. Special Education Students</b>					
Levels 3 and 4 meets standards	60	87	82	62	53
Level 4 meets standards with distinction	14	7	5	4	0
Number of students tested	50	46	38	53	47
<b>5. English Language Learner Students</b>					
Levels 3 and 4 meets standards					
Level 4 meets standards with distinction					
Number of students tested					
<b>6. White</b>					
Levels 3 and 4 meets standards	91	98	98	92	91
Level 4 meets standards with distinction	54	45	48	33	29
Number of students tested	291	263	295	280	281
<b>NOTES:</b> 1. Response is blank if the results are for less than 10 students in subgroup 2. NYS Alternate Assessment for Intensive Needs Special Education Students					

11NY10

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ELA 8

Edition/Publication Year: As year listed Publisher: CTBS/NYSED

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Levels 3 and 4 meets standards	74	87	83	78	71
Level 4 meets standards with distinction	15	11	11	10	7
Number of students tested	351	309	339	316	343
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	2	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 and 4 meets standards	42		40		46
Level 4 meets standards with distinction	8		0		0
Number of students tested	12		10		13
<b>2. African American Students</b>					
Levels 3 and 4 meets standards			82		
Level 4 meets standards with distinction			18		
Number of students tested			11		
<b>3. Hispanic or Latino Students</b>					
Levels 3 and 4 meets standards	55	88	77	87	46
Level 4 meets standards with distinction	3	0	8	13	0
Number of students tested	33	26	13	15	28
<b>4. Special Education Students</b>					
Levels 3 and 4 meets standards	32	46	37	25	20
Level 4 meets standards with distinction	2	0	0	0	0
Number of students tested	50	46	38	53	46
<b>5. English Language Learner Students</b>					
Levels 3 and 4 meets standards					
Level 4 meets standards with distinction					
Number of students tested					
<b>6. White</b>					
Levels 3 and 4 meets standards	74	87	82	78	73
Level 4 meets standards with distinction	14	11	10	9	7
Number of students tested	291	263	294	280	280
<b>NOTES:</b> 1. Response is blank if the results are for less than 10 students in subgroup 2. NYS Alternate Assessment for Intensive Needs Special Education Students					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 and 4 meets standards	89	96	96	92	83
Level 4 meets standards with distinction	55	53	55	40	24
Number of students tested	924	921	1000	965	995
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	0	0	3	4
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 and 4 meets standards	75	87	91	90	77
Level 4 meets standards with distinction	29	22	38	14	23
Number of students tested	35	23	36	22	31
<b>2. African American Students</b>					
Levels 3 and 4 meets standards	73		88	88	88
Level 4 meets standards with distinction	18		44	31	17
Number of students tested	11		18	16	24
<b>3. Hispanic or Latino Students</b>					
Levels 3 and 4 meets standards	86	94	90	86	70
Level 4 meets standards with distinction	46	38	37	37	15
Number of students tested	57	69	71	51	56
<b>4. Special Education Students</b>					
Levels 3 and 4 meets standards	50	79	74	56	42
Level 4 meets standards with distinction	14	12	12	9	2
Number of students tested	145	140	127	134	132
<b>5. English Language Learner Students</b>					
Levels 3 and 4 meets standards					
Level 4 meets standards with distinction					
Number of students tested					
<b>6. White</b>					
Levels 3 and 4 meets standards	90	97	97	92	83
Level 4 meets standards with distinction	54	52	55	38	23
Number of students tested	794	785	850	843	850
<b>NOTES:</b> 1. Response is blank if the results are for less than 10 students in subgroup 2. NYS Alternate Assessment for Intensive Needs Special Education Students					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Levels 3 and 4 meets standards	75	90	86	83	76
level 4 meets standards with distinction	16	12	7	14	12
Number of students tested	924	923	997	965	997
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	1	3	3	5
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Levels 3 and 4 meets standards	49	74	53	73	58
level 4 meets standards with distinction	6	0	0	0	6
Number of students tested	35	23	36	22	31
<b>2. African American Students</b>					
Levels 3 and 4 meets standards	64		83	81	70
level 4 meets standards with distinction	9		11	19	4
Number of students tested	11		18	16	23
<b>3. Hispanic or Latino Students</b>					
Levels 3 and 4 meets standards	60	90	82	76	58
level 4 meets standards with distinction	7	6	2	6	2
Number of students tested	57	69	70	50	57
<b>4. Special Education Students</b>					
Levels 3 and 4 meets standards	34	53	44	39	26
level 4 meets standards with distinction	1	1	1	2	1
Number of students tested	145	141	127	135	131
<b>5. English Language Learner Students</b>					
Levels 3 and 4 meets standards					
level 4 meets standards with distinction					
Number of students tested					
<b>6. White</b>					
Levels 3 and 4 meets standards	75	90	86	83	76
level 4 meets standards with distinction	16	12	7	13	11
Number of students tested	794	787	848	843	852
<b>NOTES:</b> 1. Response is blank if the results are for less than 10 students in subgroup. 2. NYS Alternate Assessment for Intensive Needs Special Education Students					

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