



# PART I - ELIGIBILITY CERTIFICATION

11NY17

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

11NY17

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 3 Elementary schools  
 (per district designation) 2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
6 Total schools in district
2. District per-pupil expenditure: 15947

## 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: 3
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>	84	102	186
K	0	0	0		<b>7</b>	93	91	184
1	0	0	0		<b>8</b>	89	94	183
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	94	82	176		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>729</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
9 % Asian  
3 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
86 % White  
1 % 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: 4%  
 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.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1, 2009	729
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 0%  
 Total number of limited English proficient students in the school: 2  
 Number of languages represented, not including English: 2  
 Specify languages:

Swahili and Tibetan

9. Percent of students eligible for free/reduced-priced meals: 5%  
 Total number of students who qualify: 34

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: 8%  
 Total number of students served: 61

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

<u>7</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</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>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>31</u>	<u>2</u>
Paraprofessionals	<u>23</u>	<u>4</u>
Support staff	<u>13</u>	<u>3</u>
Total number	<u>101</u>	<u>9</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: 23:1

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	99%	99%	98%	98%	98%
Daily teacher attendance	96%	96%	96%	97%	97%
Teacher turnover rate	1%	3%	9%	6%	4%
High school graduation rate	0%	0%	0%	0%	0%

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

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>

Recognizing that people are our greatest resource, Eagle Hill Middle School exemplifies exceptional achievement. Staff members challenge students to develop greater abilities while simultaneously challenging themselves to continuously improve. The Fayetteville-Manlius School District's mission is to respect and realize the high aspirations our community has for its children, by providing excellence in education and creating opportunities for each and every child to reach his/her fullest potential as a responsible citizen and member of a global community.

Located in Central New York, the Manlius community is the third largest suburb in metropolitan Syracuse. Our community mirrors our high expectations. Parents, students, and teachers are essential partners in education. Our community and our students inherently value learning. Our greatest strength is our students. Together, our students, teachers, and community blend to be our greatest resource.

Our core values and characteristics include: building a caring, safe, respectful, and orderly environment by fostering reciprocal relationships and positive interactions among staff, students, and parents; maintaining the trust of the community through communication, integrity, and fairness; sharing and celebrating the differences in all students to promote an inclusive setting; cultivating a school climate of civility, strong character and global citizenship; monitoring accountability through continuous review of data and student achievement; pursuing continuous improvement; promoting curricular consistency and articulation; developing a highly capable and collaborative staff; advancing a technology-rich environment; and using resources wisely and responsibly. Our district indicators of success are that all students will possess the necessary skills to adapt and thrive as global community members in the 21<sup>st</sup> century, all students will meet or exceed New York State Standards in all content areas, and all staff members will deliver quality services that impact the learning environment and consistently meet the highest standards of excellence.

Eagle Hill has an established tradition of achievement and generosity. Every December, students collect canned goods for the local food pantry. Yearly totals average 1500 canned goods in five days for our local food pantry. Moreover, while one of our sixth grade classes reenacts Charles Dickens' *A Christmas Carol* over a local radio show, our select student musical groups perform selections from the December concert series for all students and staff in the foyer for several school days leading up to the holidays.

After the instructional day concludes, Eagle Hill sponsors a daily enrichment period of activities. During this time, teachers offer an array of clubs for students to refine their leadership skills as well as extra help for students to strengthen their academic skills. Our Green Club implemented several school-wide recycling and conservation efforts, and hosted the town's Arbor Day Celebration. Our Character Education Committee collaborates with our Student Leadership Council to celebrate our efforts to promote the values of a democratic society. We advocate core values of citizenship, character, trust, integrity, civility, communication, creativity, and collaboration. During this school year, we challenge our students to answer: How will you support your world? In addition to our clubs, teachers offer "spotlight activities" to extend classroom learning, share expertise, and highlight a specific interest. Over the past two years, we have welcomed Ruby Bridges, Joseph Bruchac, Scott Simon, and Majora Carter to enrich our instruction. Our Home and School Association and Educational Foundation generously support events to enhance our educational program.

In addition to our outstanding assessment performances, our accomplishments in music and science are exceptional. Our students perform at local and state musical competitions. For the past three years, our Science Olympiad Team has placed first or second in state competitions; we have also competed successfully at the national level in Washington, D.C.; Atlanta, Georgia; and Champaign, Illinois.

One notable milestone for students at Eagle Hill is the Eighth Grade Trip to Boston, Massachusetts. Every spring for over thirty years, the eighth grade class has traveled to this historical city. Students walk the cobblestone streets, visit historic sites, explore modern museums, and cruise on a whale watch. Another significant milestone is our spring Field Days. Grade-level homerooms compete in both team-building and track and field events as a way to celebrate the end of another successful school year. Last year, three of our colleagues qualified for the International Corporate Challenge in Johannesburg, South Africa. Before their departure for the race, staff members and students lined the hallways with American flags as the runners ran through the school. With incredible enthusiasm, the rally demonstrated how we celebrate our accomplishments.

Each individual's contribution makes Eagle Hill exceptional. With an incredible sense of collegiality, teachers model the risks we want our students to take by integrating progressive instruction and emerging technology. We strive to communicate with precision. Our individual and collective wisdom propels us to revise, excel, and achieve as learners and teachers.

### 1. Assessment Results:

Eagle Hill Middle School seeks, achieves, and builds upon excellence. After comprehensively analyzing New York State Assessment data, we refine our instructional program for continuous improvement. The New York State Report Cards inform the public about the performance of public schools, and assess the progress of schools in meeting the State Standards. Accountability measures in English language arts and mathematics reflect our consistent high performance. For the past five years, we have exceeded our performance accountability benchmarks. Information on our state assessment results may be found at <https://www.nystart.gov/publicweb>.

Students may score a Level 1, Level 2, Level 3, or Level 4 on New York State Assessments. Students who score a Level 1 are considered below standard, indicating student performance does not demonstrate an understanding of knowledge and skills expected at the grade level. Students who score a Level 2 have met basic standards, indicating student performance demonstrates a partial understanding of knowledge and skills expected at the grade level. Students who score a Level 3 have met proficiency standards, indicating student performance demonstrates an understanding of knowledge and skills expected at this grade level. Students who earn a Level 4 have exceeded proficiency standards, indicating student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.

As demonstrated in our performance trends over the past five years, students' achievement in English language arts and mathematics has increased from 2006 through 2009. In English language arts, our students scored above 83% proficiency in 2006; above 87% proficiency in 2007; above 89% proficiency in 2008; and above 91% proficiency in 2009. On average across grades five through eight, 23% of our students exceed proficiency standards.

In mathematics, our students scored above 90% proficiency in 2006; above 89% proficiency in 2007; above 96% proficiency in 2008; and above 97% proficiency in 2009. On average, 56% of our students exceed proficiency standards. Our mathematics achievement has demonstrated steady improvement and consistent exceptional performance.

In 2010, the New York State Board of Regents, along with the Education Commissioner, raised proficiency cut scores to align student performance with national assessments. Many schools in New York State, including Eagle Hill, experienced a decrease in proficiency rates when comparing student performance in 2010 to that of 2009. The decrease in proficiency rates does not mean that students have learned less in the past year, but that expectations have been increased.

At Eagle Hill Middle School, student proficiency rates declined from 2009 to 2010 in English language arts in grades five through eight on average by 13%. However over the past five years, our highest percentage of seventh and eighth grade students exceeded proficiency standards in 2010. The decrease in mathematics proficiency from 2009 to 2010 in grades five through eight was on average 4%. However over the past five years, our highest percentage of sixth, seventh, and eighth grade students exceeded proficiency standards in 2010.

Considering our subgroups of ten students or more, we reflect upon the performance of our Asian students, white students, students with disabilities, and socio-economically disadvantaged students. Our Asian and white students consistently score in accordance with the school scores for proficiency. In the past year, our students with disabilities scored below school scores for proficiency. During school years when the number of our socio-economically disadvantaged students met subgroup status, those students scored below school scores for proficiency.

By 2013-2014, we seek to meet the state expectation that all students meet state standards, along with our yearly expectations that all students will meet or exceed state standards as measured by New York State Assessments. Given our performance and our expectations, we implemented the integrated co-teaching model in fifth grade and sixth grade during the 2010-2011 school year. Following the model, a regular education teacher and special education teacher co-teach English language arts and mathematics to our students with disabilities in the regular education classroom. Our goal is that the integrated co-teaching will close this achievement gap.

Through our Academic Intervention Service (AIS) programs, we assist students to achieve the New York State Learning Standards. Socio-economically disadvantaged students who score below proficiency may receive general education support such as extra instructional time during and beyond the instructional day, and support services to help students overcome barriers such as attendance problems, family-related issues, and health-related issues. Support includes school guidance and counseling services in coordination with services provided by other agencies. Eagle Hill believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on a root-cause analysis of multiple factors. Our goal is to close all achievement gaps to successfully meet learning standards.

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

Assessment data are analyzed to inform instruction, strengthen and enrich our educational program, and identify students who qualify for Academic Intervention Service (AIS). Students who scored at Level 1 or Level 2 on state assessments are scheduled for AIS. Through the leadership of our District Data Coordinator and curriculum resource teachers, data are analyzed to determine areas of strength, weakness, and growth. Changes are made for continuous improvement.

Our curriculum resource teachers gather qualitative and quantitative assessment data through grade level and department dialogue. Item analysis reports denote specific information on individual student performance. Teachers utilize multiple and diverse assessment methods to monitor student progress and adjust instruction during the school year. Teachers analyze data in pairs, grade-level teams, and district-wide teams including special education personnel.

As a result of data analysis, processes are utilized to improve teaching and learning. Considering our achievement in English language arts, Eagle Hill has utilized reading strategies and refined the district writing standard in all content areas. In addition, data drove the Building Action Planning Committee to implement grammar guidelines, to highlight high frequency vocabulary words across all content areas, and to spotlight content-specific vocabulary words. Annually, student writing pieces are submitted to writing portfolios that demonstrate students' longitudinal growth and inform instruction.

Considering our achievement in mathematics, Eagle Hill has identified performance trends, detailed gaps in students' understanding, and corrected weaknesses. For example, data revealed that "Measurement" and "Elapsed Time" were two topics in which Eagle Hill outperformed similar schools to a lesser extent than other topics. As a result, the curriculum resource teacher and teacher leaders examined the curriculum. The gap was defined and units of study in mathematics and science were created. Consequently, our educational program improved. Furthermore, throughout the school year mathematics teachers administer common unit benchmark assessments to evaluate the acquisition of knowledge, skills, and application of understanding in problem-solving situations.

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

Comprehensive and timely communication is essential for the success of any school program. Our communication of assessment data focuses on detailed understanding. Consistent and continuous communication by educators who clearly articulate achievement levels ensures understanding.

Annually, our Assistant Superintendent for Instruction and District Data Coordinator prepare and present a testing report to the Board of Education. The report details quantitative performance scores and qualitative accomplishments. Mandatory progress reports are issued for all students every ten-weeks throughout the school year. Progress reports include grades and teacher comments. Parent conferences, classroom newsletters, conversations, and additional reports maintain continuous communication. When necessary, weekly progress reports may be created to report student progress.

State assessment scores are communicated through the New York State Education Department Parent Report. The family of each student receives a report detailing the student's scaled score and performance level for each year of enrollment at Eagle Hill. The report clearly notes if the student has met state standards. Each performance level is explained. In addition, the content strands skills, responses, and points-earned are detailed. The three strands in English language arts and the five strands in mathematics are subtotaled for understanding. Finally, the report provides three options for parents with questions including contacting Eagle Hill, building an action plan, or visiting the state education website.

Once state assessment scores are released to the school, academic intervention teachers, regular education teachers, special education teachers, counselors, and administrators discuss the most appropriate placement for students who have not met state standards. Following the dialogue, counselors contact parents to further discuss. A letter is mailed following the conversation outlining the scheduled academic intervention services for the upcoming school year. Counselors, regular education teachers, special education teachers, and academic intervention teachers converse with students and parents throughout the school year about student progress.

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

Eagle Hill seizes opportunities to share, teach, and learn successful strategies. Six times during the school year, Eagle Hill teachers meet in grade-level teams with the teachers in our district's other middle school to share strategies. These meetings are organized and facilitated by our curriculum resource teachers and department leaders. Teachers collaborate and discuss end-of-unit assessment data, content-specific topics, and course final assessments. In addition, two professional days during the school year allow elementary, middle, and high school teachers to spend one-half day collaborating on district initiatives. During each semester, teachers are offered a myriad of in-district opportunities for professional development. Opportunities are led by colleagues, and emphasize content-specific topics, technology integration, literacy strategies, and differentiated instruction.

In addition to district opportunities for collaboration, teachers share strategies through our regional Board of Cooperative Educational Services (BOCES) and local teachers' center. BOCES offers full day collaboration opportunities on timely topics, including Common Core Standards and Response to Intervention (RTI). Our instrumental music teachers belong to the New York State School Music Association, which determines procedures for state musical competitions. Each year, our social studies teachers and library media specialist present at the October Conference for Teachers hosted by the New York State Historical Association in Cooperstown, New York. Our experts have presented student-created documentaries, and a student-created quilt showcasing the history of our community.

Our English language arts curriculum resource teacher belongs to Inter-District English Language Arts Leaders (IDEALS). The association includes members representing urban, rural, suburban, public school districts, and private schools. Teacher leaders meet to discuss concerns, curricular topics, assessments, and accomplishments. Our mathematics curriculum resource teacher belongs to Math Mavens, an association that includes teacher leaders, public school administrators, higher education administrators, and publishing representatives who utilize similar mathematics programs. Thirteen schools are represented in the association. Current conversations focus on the common core standards, the elementary to secondary transition of mathematics instruction, and curriculum mapping.

As a result of sharing, teaching, and learning with other schools and colleagues in professional associations, Eagle Hill strives for improvement and excellence.

## 1. Curriculum:

The Fayetteville-Manlius District Action Plan states that all students will meet or exceed New York State Standards in all content areas. Current state assessments require students to demonstrate basic skills in English language arts, mathematics, science, and social studies. The district has embarked on mapping each content area, including state standards and common core standards. We strive to provide rigorous curriculum that is both highly relevant and clearly demonstrates relationships between and among content areas.

Our English language arts curriculum emphasizes writing, reading, listening, and speaking. Aligned with the state core curriculum, students develop skills in the aforementioned strands for information and understanding, literary response and expression, and critical analysis and evaluation. The writing strand of the curriculum encompasses composition, grammar, mechanics, spelling, and word work. Although organized by literary genre, the reading strand also includes word identification, vocabulary, word meanings, comprehension skills, study skills, and organization skills. The listening strand focuses on attention, comprehension strategies, and various responses to what has been heard. Finally, the speaking strand includes purpose, communication skills, and mechanics.

Our mathematics curriculum stresses developing understanding through relevant experiences. Students move from concrete models of operation to abstract models, while facts and computation skills are integrated at each level. The core curriculum emphasizes conceptual understanding, procedural fluency, and problem solving. Content strands include number sense and operations, algebra, geometry, measurement, and statistics and probability. Process strands include problem solving, reasoning and proof, communication, connections, and representation. Accelerated students enroll in Algebra I during the eighth grade. The Algebra I curriculum includes the following units of study: aspects of algebra; analytical geometry; ratio and proportions; quadratics; set theory and Venn diagrams; rectangular coordinate systems; and trigonometry of the right triangle.

Utilizing concepts, skills, and attitudes to develop problem-solving strategies is the basis of our science curriculum. Included under this curricular umbrella are the following topics: energy transfer; properties of liquids; weather; astronomy; animals; geology; ecology; chemical science; physical science; biological science; genetics; and general laboratory skills. Accelerated students enroll in Earth Science during the eighth grade. The Earth Science curriculum includes the following units of study: observing and measuring the environment and Earth; energy; moisture and energy budgets; depositional processes; formation of rocks; the dynamic crust; interpreting geological history; landscape development; and environmental change.

Our social studies curriculum accentuates understanding the cultural, economic, geographic, historical, political, and social elements of our world. Topics include map skills, interpreting graphs and charts, the Western Hemisphere, and current events. In the sixth grade, students study the following topics: geography; early man; early civilizations; civilization of Greece and Rome; the Middle Ages; Modern Europe; World War I; World War II; and the Modern Eastern Hemisphere. During seventh and eighth grade, students learn United States history and how national history relates to New York State and the Americas. Specifically, students study their global heritage, European exploration and colonization, the creation of a new nation, the Civil War, an industrial American society, worldwide responsibilities, and the changing nature of the American people from World War II to the present.

Languages other than English are introduced to students in eighth grade. Students may select to study French, Spanish, German, or Latin. The course pace is differentiated for accelerated students. The study of language emphasizes communicative goals, structure, and culture. In each language, students learn the following content: personal identification; preparing for the school year; talking about school and friends;

and planning throughout the week including leisure activities. Additionally, accelerated students learn about making plans to go out, talking about things on the phone, visiting the clothing store, enjoying vacation time, and decorating house and home.

The content areas of art, music, and physical education foster self-expression and the development of skills associated with problem-solving. Our art curriculum emphasizes creating art, valuing art, and understanding art through processes and resources. Students study space and structure, color and light, and movement. Accelerated students enroll in Studio Art in eighth grade. Vocal and instrumental music comprise our music curriculum. Singing, theory, music appreciation, and performance are components of our vocal music curriculum. In instrumental music, students study positions, theory, tone production, and ensemble concepts. Accelerated students enroll in Music Theory in eighth grade. Our physical education curriculum includes developmental games, individual sports, orienteering, physical fitness, project adventure, rhythm and dance, and team sports, while our health and nutrition programs further the goals of living a healthy lifestyle.

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

Eagle Hill has long recognized the importance of English language arts, and its role in student success in all content areas. All teachers strive to create literate classrooms in which students are immersed in language-rich environments where skills are developed and refined. Through the interdisciplinary collaboration of classroom teachers, reading teachers, and library media specialists, instruction is designed with attention to students' effective use of language and appreciation for literacy.

Our reading program centers on developing and broadening students' skills. Students receive direct instruction in reading comprehension skills and strategies such as analyzing, synthesizing, and inferring, often within a workshop environment. The curriculum provides challenging opportunities for students to become actively aware of the interdependence between the craft of reading and writing in both structure and style. Our library includes 26,000 resources.

Our English language arts curriculum aligns with our central belief that language is an integral part of every human experience, and essential for all aspects of communication and understanding. As students learn to write clearly and effectively using the writing process and applying conventions, they are guided by our district, Fayetteville-Manlius, Writing Standard. Furthermore, speaking and listening for academic purposes are inherently evident in each classroom setting. Our balanced literacy program supports the delivery of engaging and relevant reading, writing, speaking, and listening activities. Intentionally, our rich performance-based learning experiences include poetry celebrations, dramatic readings, a tolerance campaign, as well as Greek, Roman, and Latin American festivals.

Several academic interventions exist to improve the reading skills of students reading below grade level. An optimal opportunity is created by our reading specialists as they co-teach in fifth and sixth grade classrooms. Through savvy scheduling, struggling students are provided custom direct instruction inside and outside the regular education setting by reading specialists. Our reading specialists delve deep into data to progress monitor students' longitudinal achievement on state assessments and norm-referenced assessments. Our reading specialists describe themselves as "conduits" - bringing resources to teachers - and "chameleons" tailoring their actions to each teacher's and student's needs.

Students who are performing below grade level are supported by reading specialists during English language arts, during content reading, or during both. Students may be enrolled in our Extended-Day program which requires those who are failing to spend one day a week after school with his/her English teacher for five-weeks. In seventh and eighth grade, students may also be enrolled in English lab with their English teacher during the instructional day for additional support.

### **3. Mathematics:**

An organized, sequential, clearly articulated program in mathematics is a clear strength at Eagle Hill. By learning concepts, exploring patterns, and studying operations, students are expected to master mathematical content. Our intent is for students to learn and apply mathematics effectively in order to problem-solve. Mathematic instruction extends beyond the concepts of number sense and place value.

Connected Math is the primary math program used in sixth, seventh, and eighth grade. Higher-level thinking skills are required for solving problems, and for developing a greater understanding of the significance of mathematics. Students assume a more independent role as learners, and work through realistic exercises that include thought provoking questions that require understanding, justification, and explanation. Given the multiple ways a student may solve a problem, the student is challenged to demonstrate his/her understanding and become the source of knowledge for others.

Formal algebra instruction begins in seventh grade and increases in rigor in eighth grade. Studies of geometry topics and number concepts are expanded. Properties of three-dimensional figures are studied, and proportional reasoning is utilized in problem-solving. In seventh grade, all students study pre-algebra. In eighth grade, students either enroll in Pre-Algebra 8 or Algebra I.

Eagle Hill schedules students in heterogeneous classes in fifth, sixth, and seventh grade. Strong peer role models, divergent viewpoints, productive discourse, and a multitude of strategies emerge in heterogeneous classrooms. Basic skills are balanced with critical thinking activities. Common unit assessments at each grade-level are consistent and timely, and these assessments become resources to examine program strengths and weaknesses.

Eagle Hill seeks to improve the mathematical skills of students who are performing below grade level by focusing instructional design, delivery, and assessment. Our math academic intervention service (AIS) teacher co-teaches in the fifth and sixth grade classrooms. By purposefully scheduling students for support inside and outside the regular education setting, our students may be provided additional instruction during class or during mathematics lab. Students may be assigned to a mathematics lab for the school year, or may receive help on an as-needed basis. The smaller setting of mathematics lab supports differentiated explanations and assessments. Students who are failing mathematics are enrolled in our Extended-Day program which requires students to stay after school for five-weeks of supplemental instruction with their mathematics teacher.

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

Our technology curriculum exemplifies the connection between student's acquisition of essential skills and knowledge and the school's mission. Grade level computer technology benchmarks were developed to meet the needs of current and future computer learning, and include the following core areas: creativity and innovation; communication and collaboration; research and information retrieval; critical thinking, problem-solving and decision-making; technology operations and concepts; and digital citizenship. Our vision is to consistently acquire new technologies, new skills, and new achievements. One of our core values affirms that technology is a tool to be integrated into instruction, not taught or evaluated as a separate curriculum.

Technology is a tool to enhance student learning and the instructional environment. Learners should utilize technology to collaborate across distances, gather information from multiple sources, analyze complex data, and improve personal productivity. Students should be proficient in current technologies, and confidently seek to use new technologies. Teachers should strive to learn new skills, and develop units which integrate technology.

Our teachers design and deliver instruction through project, problem-based challenges. Students utilize laptop computers to create a variety of projects including book trailers and reviews, commercials, informational videos, social documentaries, as well as historical and current-event newscasts. In addition,

students design graphs, spreadsheets, timelines, websites, concept maps, presentations, political cartoons, interactive models, and simulations.

Interactive teaching through classroom SMARTBoards demonstrates our vision and core value. Mathematics teachers collaborate with curriculum resource teachers to create SMARTBoard lessons aligned with each unit of Connected Math. Lessons include virtual tools that students use to interact with models that demonstrate concepts such as graphs, shapes, equations, and three-dimensional objects. Teachers record portions of lessons, save, and post class notes to our website to support students outside of the classroom.

Communication and collaboration are promoted through Skype and IP Video Conferencing. These technologies connect classrooms throughout the district, and our classrooms around the world to cooperative schools in China, Brazil, Mexico, and England. Students have communicated with authors, NASA scientists, musicians, field explorers, and community organizations. Blogs, wikis, and discussion boards allow students to collaborate on writing assignments, book reviews, author studies, literary reflections, and current events. Teachers and students provide feedback and prompt discussion. Students in all grade-levels are using digital portfolios to assess their progress. Portfolios include assignments, rubrics, student reflections and self-assessments, and teacher feedback.

## **5. Instructional Methods:**

Eagle Hill continues to refine differentiated instruction at all academic levels. Currently, our master schedule is differentiated to offer accelerated courses in the eighth grade, and integrated co-taught classes in fifth grade and sixth grade. In addition, we offer remediation for students performing below grade level during regular education classes and during Academic Intervention Service (AIS) including English language arts lab, mathematics lab, reading, and Extended-Day. Furthermore, our advanced curricular topics (ACT) teacher provides content enrichment opportunities for both small-groups and whole-classes of students.

Within each classroom, differentiation is responsive to students' readiness, interests, and learning styles. Materials, learning activities, and assessments are differentiated for students' success. As curriculum maps are revised, strategies for differentiation will be included. Our collective success is dependent on our students' individual successes.

For our students who are performing above grade level, advanced curricular topics are studied inside and outside the regular education classes. Our advanced topics teacher, content area teachers, and special education teachers collaborate to differentiate the curriculum to meet all students' readiness levels and academic needs. Materials and learning activities are extended by in-depth reading, disciplinary and interdisciplinary units, independent studies, field studies, and speakers. Students are assigned high-interest roles that are differentiated by interests and learning styles. Cooperation is essential in whole-group differentiation. Students take the lead from strong group members. Rubrics, student organizers, and resources facilitate choice. Students are assessed by their total talent portfolio.

For our students who are performing below grade level, we offer Academic Intervention Service (AIS) and special education. Special education may include direct instruction, resource, or co-taught English language arts and mathematics classes. In co-teaching, our content area teachers and special education teachers provide integrated instruction to identified students in each grade-level in the regular education classroom. Furthermore, our district resource titled, "Accommodations for At Risk Students and Students with Disabilities in the Regular Education Classroom," provides a wealth of strategies to differentiate material, instruction, and assessment. These accommodations consider students' visual processing, language processing, processing speed, and organization. After considering accommodations, an intervention plan with clear identified concerns, goals, and action steps may be created.

## **6. Professional Development:**

Eagle Hill consistently places a high value on professional development. Staff development offerings are researched-based, aligned with district and building goals, and matched with individual staff and student needs. The goal of all professional development is to positively influence student achievement through teacher growth and expertise. Our educators model exceptional learning.

Professional development during designated school days, faculty meetings, department meetings, and grade-level team meetings has focused on the three key indicators of the Eagle Hill Building Action Plan. Presenters, activities, and discussions emphasize our goals that all students will possess the necessary skills to adapt and thrive as a global member in the 21<sup>st</sup> century, all students will meet or exceed the New York State Standards in all content areas, and all staff will deliver quality services that impact the learning environment and consistently meet the highest standards of excellence. Through keynote speakers at the start of the school year including Heidi Hayes Jacobs, Doug Reeves, and Thomas Guskey, Eagle Hill is continually analyzing best practices, effective instruction, and differentiation to achieve greater excellence.

Our professional development is dynamic, evolving, and varied. On average, five school days are devoted each academic year to professional development. A committee of teachers, administrators, higher education professionals, and parents comprise our professional development team. Individual professional development goals are established by each teacher, and discussed throughout the school year. Our teacher mentor program, including orientation, welcomes new teachers and provides support throughout the school year.

Collaboration on curriculum through the mapping process, building needs, and department considerations evolve into curriculum development projects and in-service course offerings. Curriculum development defines collaborative, professional practice as teachers design, share, implement, and assess innovation. Approximately forty technology in-service opportunities each year are facilitated by our technology curriculum resource teacher. Technology support includes project planning, modeling and co-teaching, managing hardware and software, and integrating internet resources including tutorials, troubleshooting, and project materials.

In addition to in-service course opportunities, teachers take advantage of professional development through collegiate coursework. During the 2009-2010 school year, our teachers' collegiate coursework cost totaled \$26,000. Three of our teachers have achieved their National Board Certification. Teachers have formed study groups to examine the research and implementation of Dr. Rachel Billmeyer's *Reading in the Content Areas*, and Dr. Heidi Hayes Jacobs's *Curriculum 21*. Teachers attend local and national conferences including Columbia University's Reading and Writing Project, and Association for Supervision and Curriculum Development on Differentiated Instruction with Dr. Carol Ann Tomlinson.

## **7. School Leadership:**

The leadership philosophy of Eagle Hill is exemplified in the words of Theodore Roosevelt, "Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy nor suffer much, because they live in the gray twilight that knows neither victory nor defeat." As the building leaders, the assistant principal and the principal follow the path set forth in the district's mission and the district's action plan. In addition to the two administrators, the building leadership structure includes four department leaders and three curriculum resource teachers.

The art and science of leadership includes the cyclical process of leading and following. Using our mission and action plan as guides, the Eagle Hill administrators have led the development, implementation, and assessment of the building action plan. The administrators communicate the objectives, design the programs in collaboration with teacher leaders, assign tasks, determine budgets,

establish timelines, and evaluate overall effectiveness. As an instructional leader, the principal sets high expectations for accountability, alignment, communication, and consistency.

The leadership team seeks to ensure policies, programs, relationships, and resources focus on improving student achievement in order to honor the mission that all students will achieve their highest potential. The leaders have a physical presence throughout the school building. Furthermore, the leaders model expected achievement, accountability, and interactions.

Through clear communication, the leaders note policies and programs. Relationships are honored, as people are our greatest resource. Resources are made available as timely as possible. Decisions are made with transparency and open, reciprocal communication is encouraged. Challenges are confronted, and voices are respected.

As we continue to implement co-teaching, the leadership is looked to for clarification, direction, and solution. In turn, the leaders recognize the need to develop teachers' confident capabilities to suggest, design, implement, and assess solutions. The leaders of this high performing middle school recognize the expectations and expertise of the staff, fortify the structures for efficiency and success, and value the school's collective strengths.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: New York State Testing Program Mathematics Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met Standards	92	99	98	95	91
Exceeded Standards	47	71	57	56	50
Number of students tested	175	182	178	197	185
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards		87	79	60	45
Exceeded Standards		47	14	13	5
Number of students tested		15	14	15	20
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	90	99	99	95	91
Exceeded Standards	45	71	53	55	49
Number of students tested	147	163	158	173	170

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New York State Testing Program English Language  
5 Arts Test

Edition/Publication Year:  
2010/2009/2008/2007/2006

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Met Standards	82	94	94	92	89
Exceeded Standards	24	29	15	18	27
Number of students tested	175	180	178	196	184
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards				80	
Exceeded Standards				0	
Number of students tested				10	
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards		80	50	40	42
Exceeded Standards		7	0	0	5
Number of students tested		15	14	15	19
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	82	96	94	91	89
Exceeded Standards	21	27	16	19	25
Number of students tested	147	162	158	172	170

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, "These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets." New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: New York State Testing Program Mathematics Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met Standards	94	97	96	94	98
Exceeded Standards	68	56	62	47	46
Number of students tested	186	190	201	190	218
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards			94		
Exceeded Standards			31		
Number of students tested			16		
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards	65	63	63	57	86
Exceeded Standards	41	6	13	19	7
Number of students tested	17	16	16	21	14
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	94	98	97	94	97
Exceeded Standards	67	53	62	45	44
Number of students tested	164	167	176	176	199

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New York State Testing Program English Language  
6 Arts Test

Edition/Publication Year:  
2010/2009/2008/2007/2006

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Met Standards	81	95	92	90	94
Exceeded Standards	22	28	20	28	36
Number of students tested	185	188	201	188	216
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards			75		
Exceeded Standards			0		
Number of students tested			16		
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards	47	56	25	43	64
Exceeded Standards	0	0	0	0	7
Number of students tested	17	16	16	21	14
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	81	95	92	90	94
Exceeded Standards	22	26	20	27	35
Number of students tested	164	165	176	175	199

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: New York State Testing Program Mathematics Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met Standards	95	99	96	96	91
Exceeded Standards	79	77	74	50	47
Number of students tested	183	212	190	226	216
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards		100			40
Exceeded Standards		43			0
Number of students tested		14			10
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards	60	89	65	67	60
Exceeded Standards	27	22	17	6	8
Number of students tested	15	18	23	18	25
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	96	99	96	96	93
Exceeded Standards	80	77	74	49	47
Number of students tested	162	187	176	204	193

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New York State Testing Program English Language  
7 Arts Test

Edition/Publication Year:  
2010/2009/2008/2007/2006

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Met Standards	85	97	89	87	87
Exceeded Standards	31	23	8	15	23
Number of students tested	184	213	189	227	215
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards		93			40
Exceeded Standards		7			10
Number of students tested		15			10
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards	40	71	43	50	52
Exceeded Standards	0	0	0	6	0
Number of students tested	15	17	23	18	25
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	85	97	89	86	88
Exceeded Standards	33	24	8	14	21
Number of students tested	163	187	176	205	193

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: New York State Testing Program Mathematics Test

Edition/Publication Year: 2010/2009/2008/2007/2006 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met Standards	94	97	98	89	90
Exceeded Standards	59	55	40	40	33
Number of students tested	217	191	230	218	221
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	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>					
Met Standards	92			27	
Exceeded Standards	46			0	
Number of students tested	13			11	
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards	47	78	80	37	48
Exceeded Standards	6	13	7	0	4
Number of students tested	17	23	15	27	25
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	95	97	98	90	90
Exceeded Standards	59	55	39	39	33
Number of students tested	191	175	207	196	207

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New York State Testing Program English Language  
8 Arts Test

Edition/Publication Year:  
2010/2009/2008/2007/2006

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Met Standards	81	91	93	89	83
Exceeded Standards	26	17	24	22	22
Number of students tested	216	191	229	219	220
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	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>					
Met Standards	69			18	
Exceeded Standards	8			0	
Number of students tested	13			11	
<b>2. African American Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Met Standards	6	57	60	41	28
Exceeded Standards	0	0	0	0	0
Number of students tested	17	23	15	27	25
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	81	92	93	89	84
Exceeded Standards	24	16	23	21	23
Number of students tested	191	176	206	196	206

**NOTES:** 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.

# 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>					
Met Standards	94	98	97	93	92
Exceeded Standards	63	65	57	48	44
Number of students tested	761	775	799	831	840
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	1	0	1	2
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards	72	93	94	60	65
Exceeded Standards	41	34	27	10	4
Number of students tested	32	29	33	30	23
<b>2. African American Students</b>					
Met Standards	95	95	88	64	75
Exceeded Standards	76	55	59	45	25
Number of students tested	21	20	17	11	8
<b>3. Hispanic or Latino Students</b>					
Met Standards	83	83	82	83	82
Exceeded Standards	33	58	36	17	18
Number of students tested	12	12	11	18	11
<b>4. Special Education Students</b>					
Met Standards	57	79	71	54	56
Exceeded Standards	21	21	14	9	6
Number of students tested	58	71	65	80	85
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	94	98	97	94	93
Exceeded Standards	63	64	56	47	43
Number of students tested	664	692	717	750	769
<p><b>NOTES:</b> 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Met Standards	82	94	92	89	88
Exceeded Standards	26	24	17	21	27
Number of students tested	760	772	797	830	835
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	1	0	1	2
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standards	56	76	70	52	61
Exceeded Standards	3	3	3	0	13
Number of students tested	32	29	33	31	23
<b>2. African American Students</b>					
Met Standards	86	89	94	73	88
Exceeded Standards	19	16	0	18	0
Number of students tested	21	19	17	11	8
<b>3. Hispanic or Latino Students</b>					
Met Standards	50	67	73	78	64
Exceeded Standards	17	25	18	22	9
Number of students tested	12	12	11	18	11
<b>4. Special Education Students</b>					
Met Standards	28	65	44	45	45
Exceeded Standards	0	1	0	1	2
Number of students tested	58	68	64	76	82
<b>5. English Language Learner Students</b>					
Met Standards					
Exceeded Standards					
Number of students tested					
<b>6. White</b>					
Met Standards	82	95	92	89	89
Exceeded Standards	25	23	17	20	26
Number of students tested	665	690	716	748	768
<p><b>NOTES:</b> 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. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' New York State Alternate Assessments (NYSAA) were newly developed in 2007, so 2006 and 2007 results cannot be compared.</p>					