

PART I - ELIGIBILITY CERTIFICATION

11NY3

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

11NY3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 5 Elementary schools
 (per district designation) 2 Middle/Junior high schools
2 High schools
0 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 20581

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: 5
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		6	101	109	210
K	0	0	0		7	74	99	173
1	0	0	0		8	88	105	193
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								576

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
19 % Asian
3 % Black or African American
19 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
59 % White
0 % 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: 2%

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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	554
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 11

Number of languages represented, not including English: 3

Specify languages:

Spanish, Brazil Portuguese, and Tagalog

9. Percent of students eligible for free/reduced-priced meals: 12%
 Total number of students who qualify: 68

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: 13%
 Total number of students served: 73

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>23</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</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>5</u>	<u>4</u>
Classroom teachers	<u>43</u>	<u>18</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>60</u>	<u>24</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: 13:1

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%	96%	96%	97%	96%
Daily teacher attendance	98%	98%	98%	97%	97%
Teacher turnover rate	10%	2%	16%	10%	6%
High school graduation rate	0%	0%	0%	0%	0%

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

The 16% in 08-09 is a combination of retirement, reassignment of staff to other buildings due to decrease in enrollment, and 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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Clarke Middle School's mission is to help adolescents develop academically, socially, emotionally, and physically. Middle school is a period filled with challenge and wonder. Youngsters experience tremendous change between the ages of 11-14. Clarke Middle School is committed to addressing the varied intellectual, physical, social and emotional needs of our students and to facilitate smooth transitions from elementary to high school. We promote academic growth, self respect, and respect for the dignity and diversity of others. Our motto, *Clarke Cares* is infused in the culture of the building and the curriculum to provide the students with moral, ethical, and cultural values. By the conclusion of the middle school experience, students become more independent, more skilled in their coursework, and more aware of the world around them.

Clarke Middle School opened only 18 years ago. For many years, *Clarke* operated as a 7-12 building. In 1992 after much planning, and district reorganization, Clarke Middle School opened to students grades 6-8. Since its inception, the focus has always been on the middle school child, kindness, and family. Many of the people who sat on the MS committee and were here when the first bell rang are still here today. They are an enormous part of the success of Clarke Middle School. They took ownership. That staff put procedures in place where no students fell through the cracks, where students, teachers, parents, and administrators worked together, and where risk taking was encouraged. But most importantly, they exuded warmth to one another and to the children.

Our Character Education program is one of our strengths. W.T. Clarke Middle School has achieved the status of National Service Learning Leader School. In addition, Clarke Middle School has recently been awarded a Penny Harvest School of Excellence distinction with highest honors from Common Cents for the past two years.

We believe in educating the heart as well as the mind. Toward that end, we credit much of our academic success to Clarke Middle School's Character Education Program. It is designed to address our student population's unique developmental needs and helps to create a safe environment for intellectual development and academic achievement. Middle School is a difficult time when hormonal fluctuations, academic spectrums, and social inequalities can have tweens questioning their personal identity and their place in the social strata. Recognizing this tendency, we have developed a Character Education program that changes yearly in response to our population's particular needs and the current social dilemmas that they face.

Some of the components include school wide assemblies to address issues such as tolerance and acceptance, social skills groups, grade level *Town Meetings* to discuss issues such as bullying, accepting differences and clarifying values and classroom guidance sessions. Our goals for this program are to help students identify and develop their own personal values systems and to inculcate a sense of belonging to a larger community where everyone's individual needs must be considered. It is our hope that we can help students develop into considerate, caring human beings.

Staff members receive support accomplishing this mission from community members. Parents are eager to be involved at Clarke. Our traditional PTSA has a simple yet strong mission "to make our school district the best it can be for our children." Families are involved in many aspects of the district, including, PTSA, Curriculum Council, PMT (Planning Management Team), Parents and Boosters, Music Parents, and Theatre Arts Parents. The Clarke parents care deeply about their community, their kids, and the East Meadow School District. It is not uncommon, for example, for community members, without children in the district to frequent our music concerts or sports events. There is a pride in the community that brings people back to Clarke. Many teachers report that they are now teaching their former students' children. People return to the neighborhood for the schools and the sense of community. We teach that message of community to the children in many ways, including through our new Builders Club. The

Builders Club of W.T. Clarke Middle School is a student led community service club. The objective of the club is to build leaders and it is sponsored by the local East Meadow Kiwanis Club. Each year the Builders Club members participate in food drives, a coat drive, Thanksgiving dinner for Senior Citizens, a Pancake Breakfast and a Senior Citizen Prom Night. The club also takes part in raising funds to help send a child to camp, assist disaster victims and provide aide to people in third world countries. In its first year, the Builders Club of W.T. Clarke Middle School was recognized as a “Distinguished Club” through Kiwanis International.

With the help of the entire Clarke community, we encourage students to take advantage of educational opportunities that will open doors to new ideas and create a desire to learn and explore.

1. Assessment Results:

New York State has a comprehensive testing program for all students in grades 3-8. Student performance is broken down into four different descriptors. According to the Performance Level Indicators, Level 1 indicates that students are not meeting learning standards. Their performance does not demonstrate understanding of the content. Level 2 students are partially meeting learning standards. Students that receive a level 3 are considered proficient, meeting learning standards. Students that receive a 4 meet the learning standards with distinction. They demonstrate a thorough understanding of the content expected in the subject and grade level. Detailed information regarding state assessment results may be found at <http://www.p12.nysed.gov/irs/reportcard/>.

It should be noted 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.'

Since 2005, students at Clarke Middle School have consistently improved in both English Language Arts and Mathematics. Based on our data tables we had an increase of 16% of students meeting the learning standards in math over five years. However it should be noted that in 2008-2009 there was a 26% increase since the 2005 school year. In addition there was a 34% increase in the number of students meeting the learning standard with distinction.

Similar trends are apparent in our subgroups as well. Our economically disadvantaged population had an increase of 24 % over the past five years. Prior to the readjustment of the cut scores this group achieved 100% passing. Among our African American and Hispanic students, what is most notable as evidenced in the data tables is the increase in the percent of students meeting the learning standard with distinction. Although our Asian subgroup was consistently strong over the past five years, the percentage of students that met the standard with distinction increased by 50%.

We are particularly proud of the progress of the Special Education population. Over a five year period we have increased the passing rate in the area of mathematics by 25%. In addition, we more than doubled the number of students achieving the standard of distinction. While we dramatically increased the passing percentage of students by as much as 55%, we maintain a 25% increase with the readjustment. In spite of the new cut scores, 10% of the special needs students met the learning standard with distinction, an increase of 6%.

Similar trends are apparent in the area of English Language Arts. Over the past five years, we had an increase of 10%. However, in 2008-2009 we had an increase as high as 18% since 2005. In addition, there is a steady rise in students achieving at level 4, reaching 8%.

Among our economically disadvantaged, the achievement results have been impressive through the 2008-2009 academic year, increasing 19%. Last year, with the newly defined cut scores in place, we managed

to maintain an increase of 1% with an 8% increase of students scoring with distinction. The Hispanic subgroup had an increase in passing of 6% over the past five years with a 9% increase of those with distinction. It should be noted that in the 2008-2009 school year, this particular sub group reached a high of 88% passing rate.

One group that lacks consistency is the African American subgroup. While the numbers are small, the students' performance in grades 6 and 7 is erratic. Eighty percent of the eighth graders passed in spite of the readjustment. Students have been placed in AIS classes and enrichment to remediate ongoing issues.

The Asian subgroup outperformed all others with an increase on the English Language Arts of 27% since 2005.

Special Education and ELL learners have increased 11%. Most notable however is the passing rate in 2008-2009 which was over 40%.

We are quite proud of the accomplishments of all students at Clarke Middle School. We continue to strive for growth in all areas.

2. Using Assessment Results:

Departments meet monthly, by grade, to discuss and analyze all of the results of the New York State Assessments. In September, the teachers attend a data meeting where they have the opportunity to examine the previous year's results by grade and by teacher, noting patterns and areas of concern. Then we review the item analysis for each teacher's current students. Again, we take notice of areas of weakness as well as areas of strength for their particular groups. We map out skills that each teacher would need to focus on in class. Often, individual goals are set for the teacher or department for the current year based upon the results.

Diagnostic examinations, 'benchmarks,' are given throughout the course of the year. They mirror the New York State Assessment. These benchmarks are used to routinely assess and monitor student progress. We compare the results from the spring state assessment with the September benchmark. This data helps to frame future instruction and identify those students that may not have been previously identified. We continue this method throughout the course of the year, as an additional benchmark examination is given in the second semester. Based upon the results, students who demonstrate weakness are recommended for before or after school academies where they can receive small group instruction, thus more individualized attention. Academies are also offered for those students proficient and looking to improve their skills.

This assessment data is also used to identify those students in need of Academic Intervention Services and Progress Monitoring. We service these students during our Enrichment period and/or using other related services such as reading and math lab.

Using the data has enabled us to provide children with a differentiated program, one that allows them to maximize their learning and reach their potential. We are teaching them with more purpose because the objective is clear.

3. Communicating Assessment Results:

Providing assessment results is an ongoing task and is accomplished in a variety of ways. District wide, parents receive a mailing with their child's data along with an explanation as to how to read the data tables. At the district level, the Assistant Superintendent of Curriculum and the District Curriculum Directors present an overview of the results at a Board Meeting to inform the community. The District Directors also work collaboratively with the building chair people to review the data early in the school year. In addition, results are shared at a PTSA meeting and with the building faculty. The staff at Clarke Middle School reviews the results at various times throughout the school year. The district has partnered

with BOCES Data Warehouse. We can access reports through the warehouse. Initially, in September upon receiving their students, teachers can access the reports to identify weaknesses and strengths. We have found this to be quite effective, particularly at team meetings early in the year as we can ‘hit the ground running.’ Team teachers meet with the guidance counselors, the social worker, psychologist, and administration every week to discuss concerns they have about the students they teach. Progress is monitored through this venue and when a concern arises, the hard data is available for teachers to discuss. Collaboratively, a plan is designed to meet the needs of the student. Students are informed of their results via their guidance counselor.

In addition to the New York State Assessments, students are also given the Test of Cognitive Ability in the sixth grade. The results of this assessment are mailed home to parents with a cover letter explaining the data. Parents are encouraged to contact their child’s guidance counselor with any questions about the results.

4. Sharing Lessons Learned:

The principal is the Vice President of the Nassau County Middle Level Principals Association. Here, as an executive member of the board, information is shared bi weekly with colleagues in an effort to meet and exceed state standards. At each meeting a host district presents a topic unique to their school. The information learned is brought back to faculty meetings. The principal has also served as a guest lecturer in a local university.

The community plays an integral role in the lives of the young adolescent. To that end, the Clarke administration has shared information with them by presenting at Board of Education meetings, Curriculum Council, and ACCESS. ACCESS is a committee which sponsors timely educational workshops district wide relevant to the needs of our community.

The East Meadow School District Central Administration believes in the notion of *sharing lessons learned*. Both the Superintendent and Assistant Superintendent belong to similar organizations in Nassau County and regularly share information. The Assistant Superintendent of Curriculum, building principals, and directors attend the annual Long Island Association for Supervision and Curriculum Development conference. Such conferences allow us to gain insight about teaching and learning. Administrators leave motivated and share these ideas and new information with staff. Within the district, the curriculum directors coordinate common time for the teachers district wide to plan and do curriculum mapping. Thus, there is horizontal and vertical alignment.

Teachers are involved in various organizations and professional associations as well. For example, one guidance counselor is the co-chairperson of the Middle School Anti-Bias Consortium. The mission of the Consortium is ‘to promote a better understanding and celebration of the diverse human tapestry of our school and broader communities.’ This Nassau County group meets regularly in order to create programs and projects for our schools, ‘directed at increasing the awareness and sensitivity of our students and faculty about these issues. In addition, we currently have a group of six teachers and administrators participating in the Middle Level Collegial Network led by renowned middle level educator and consultant Dr. Nancy Doda. Here, they learn and share best instructional strategies and teaching practices. This group communicates new information to our middle school committee and is having a positive impact upon the school.

Finally, teachers at Clarke Middle School are teamed. They are scheduled with common prep periods for interdisciplinary planning and sharing of best practice.

1. Curriculum:

The curriculum at Clarke Middle School is challenging and standards based and one that engages all students. Curriculum is written with the support of District Directors and the Assistant Superintendent of Curriculum. Our program is varied and dedicated to educating the whole child. The core classes consist of ELA, social studies, math, and science. Our goal in ELA and social studies is to help create lifelong readers and writers who will be able to communicate effectively and participate as thoughtful citizens in a quickly growing global world. In math and science, we strive to implement technology daily. This is accomplished through the use of Smartboards, hand-held devices and TI-Nspire Navigator. These devices create a wireless interactive classroom that enables all students to succeed as a 21st century learner. In addition, instruction is also delivered through Mimeo and Classroom Performance Systems. Using such technology allows for constructivist learning, putting the child at the center of discovery.

The visual and performing arts program at W.T. Clarke Middle School services all students in sixth, seventh, and eighth grade. Instruction is grounded in the basic elements and principles of art, the appreciation and history of art and interdisciplinary activities. Students receive a broad experience in all media. Technology, including the use of computers, digital cameras and the interactive white board is also infused into many aspects of the curriculum.

The music department in the East Meadow School District has received numerous accolades. We have been included as one of the *Top 100 Communities for Music Education* in the United States, and we are one of twelve schools featured in a book entitled, *Model Music Programs: Ideas for All*. The district has also received the NYSSMA *Presidential Citation Award*. This annual citation is presented to one district, and it is the top award NYSSMA presents to school districts in New York State.

At Clarke Middle School, all students participate in music. Over 85% of our students are members of performing ensembles (band, chorus, and orchestra). There are a total of 550 students in these ensembles. Ensembles meet every other day for forty minutes, plus one small group lesson each week. "Music Exploration" classes are held in our state-of-the-art Music Computer Lab. We also offer a multitude of co-curricular opportunities for our students. These include: Chamber Orchestra, String Quartets, Chamber Singers, Jazz Ensemble, Chamber music groups within our small-group music lessons and ensembles, All-County and regional music festivals. One of the ensembles listed above was twice chosen to participate in the *Chamber Music Society of Lincoln Center* "Young Artists Concert." In addition, all three large ensembles consistently receive "Superior" ratings at regional competitions. Most importantly, our students learn to enjoy and understand music in a way that lasts throughout their years in school and beyond.

The Clarke MS Physical Education and Health programs are aligned to the NYS Standards. All students in grades six through eight receive health and Physical Education classes at Clarke.

The Clarke Health programs assists students in becoming more self-confident, increases their communication skills at home and at school, aids in their decision making, promotes conflict resolution and encourages them to set and strive for personal goals. Resistance of negative peer pressure contributes to the child being self-assured and clear headed.

At Clarke Middle School the health students are given the opportunity to attend local health conferences. Following conferences students bring back information to share with their peers, thus fostering the school and community connection while promoting peer learning, citizenship and community service.

The activities of the Physical Education program include Project Adventure, various team and individual sports, fitness, and group games. These activities promote problem solving, team building and cooperation while encouraging sportsmanship and working with others. Our Physical Education program raises our students' skills, techniques and fitness levels while they have fun in a safe environment.

East Meadow's approach to Languages Other Than English is the whole language approach that targets listening, reading, writing and speaking skills. The program incorporates Smartboard and Mimeo technology along with online resources. We offer an exploratory program for sixth grade students in which students experience ten weeks of American Sign Language, French, Italian and Spanish. This provides students the opportunity to select a language for seventh and eighth grade.

Upon successful completion of this two year sequence, students earn one High School credit in LOTE. All students are exposed to LOTE, of which a large percentage continue until their senior year. Additionally, East Meadow has the largest American Sign Language program at the secondary level.

Students also participate in the Language Fair which allows them to explore and promote the culture of the language being studied as well as their own heritage. In doing so, students are taught tolerance and acceptance of global diversity.

2. Reading/English:

Clarke Middle School's English language curriculum was written to parallel the NYS standards. Our basic guiding belief is that "Readers and listeners are changed by their world; writers and speakers change their world." With this in mind, children immerse themselves in units of study whereby they read and listen to an assortment of genres. They learn to respect the craft of writing as an influential and powerful tool and recognize the fundamentals of standard written English. After much modeling, the students' assessment requires that they publish a piece that incorporates all they have practiced. For example, in sixth grade, the students analyze and critique many biographies, noting text features and writing style, before engaging in interviews and ultimately publishing biographies of their own.

Clarke Middle School has embraced the balanced literacy approach to teaching and learning; assessment and differentiation are inherent and ongoing. The teachers received, and continue to receive, extensive staff development in many of the components of a balanced literacy classroom including: shared reading, read aloud, shared writing, interactive notebook, and accountable talk as a precursor to writing. Students exchange thoughts and ideas and, through purposeful pairing, children learn to work together to delve deeper into the underlying meaning of text. Our students have improved their higher order reading skills including those of making inferences, analyzing, critiquing and supporting original opinions with facts from the text. Through the infusion of balanced literacy, our students, especially those reading below grade level, have realized success.

We have one of the few middle school literacy centers ever created. The room houses an assortment of curriculum related materials for ELA, social studies, science and math at varying reading levels. A topic of study is selected and teachers "borrow" materials that are grade and reading level appropriate. All children are exposed to the same content but are able to access meaning by being matched to texts on their own level. Sometimes, teachers select reading material for the child, but children are also encouraged to self-select which is empowering for them. The literacy center offers materials that enable teachers to tier lessons; thus, the needs of readers of all ability levels are met. This is another way our teachers differentiate their instruction and support and challenge the struggling, the grade level and the advanced readers that make up our Clarke community.

3. Mathematics:

The Clarke math curriculum is completely aligned with the New York State Math Curriculum. The scope and sequence is regularly reviewed and revised to meet the needs of the teachers and students. Staff development in differentiating instruction has been provided for all math teachers to support the district

goal of providing appropriate instruction for students at every level of ability. Math teachers meet monthly with their department chairperson to discuss concerns and share best practices.

Over the last several years, the level of technology used in the math classrooms has increased significantly. Appropriate use of calculators is taught in all three grade levels. All teachers use an online testing/review program. Students are assigned homework, review, and/or vocabulary. Students may also use the program independently for additional practice and review. The use of this program also provides teachers with valuable data. All math classes are equipped with Smart boards or Mimeo interactive teaching systems. This technology has allowed teachers to develop engaging, interactive lesson for our 21st century students.

At the start of the school year, students performing below the level of proficiency determined by the New York State Testing Program are identified and scheduled for an additional period of math every other day. During this enrichment period additional support is provided in a small group setting. All students are closely monitored throughout the year and their progress and problems are discussed at interdisciplinary team meetings. Students may move in and out of enrichment, depending on their needs, throughout the school year. These decisions are made by the grade level teams and building administrators.

The monitoring of students' performance is done in several ways. Benchmark exams, constructed to mirror the state assessment format, are periodically administered. These exams provide data concerning individual students' performance as well as instructional feedback for the teaching staff. Math teachers use benchmark exams, online testing, as well as formative and summative assessments, to guide large group classroom instruction, as well as individual and small group instruction during the enrichment period.

At the start of the third quarter, students performing below grade level are invited to attend before or after school tutoring sessions to help them improve their classroom performance and prepare for the New York State tests. Furthermore, all 6th grade students receive an additional three days (out of the six day cycle) of math instruction to help them prepare for the state exam.

4. Additional Curriculum Area:

In order to properly equip students with the skills necessary to be successful in the 21st century, we constantly update our teaching and learning of technology. We promote the technological development of all students at Clarke Middle School. Our classes are designed with today's digital learner in mind. The technology curriculum is a vehicle to pique student interest to achieve the communicative skills outlined in the Common Core Learning Standards. We begin this process in grade 6 with our computer class. Here, the curriculum consists of integrating technology through creative writing, videotaping and the editing process. Students continue in 7th and 8th grade in Computer Aided Design and Technology classes. Having a solid foundation, more advanced software is introduced, including: Moviemaker, Fireworks, PowerPoint, Visual Communicator 3, Flash, Photoshop, and Photostory. Additionally, students are taught how to efficiently and effectively use the internet.

Our goal is for students to use technology as a tool across all curriculum areas. One way in which we have creatively done this is through RAMS LIVE, a weekly video news broadcast which airs every Friday during Advisory. It is an integrated Technology/English endeavor. Each edition is between 6 - 8 minutes long and touches on what's happening at Clarke, in the community, and in the world at large. Because we house a deaf population, portions of the show are signed by our students taking American Sign Language. Since launching, we've covered a wide range of stories including: field trips, school sporting events, philanthropic efforts, musical concerts, the Long Island Math Fair and Science Congress, school elections, and much more. This show is an opportunity for students to showcase the skills they acquired in the technology classes. Recently, for example, students wrote, videotaped, and edited articles about an Archeology Dig, a Day of the Dead Celebration, and Musical Twister. We've also saluted Martin Luther King on his birthday, brought attention to the earthquake crisis in Haiti and raised money as a result, and

covered the 2010 midterm elections, focusing on New York races. However subtly, we strive to educate students about the larger world around them.

Our mission is to help students develop academically, socially, and emotionally and to become more globally aware. Through the technology program, students are given that opportunity.

5. Instructional Methods:

We believe that reading is the foundation for success in all subject areas. Identifying struggling learners and providing differentiated instruction to ensure their growth is our primary goal. Teachers in many curricular areas use a variety of formative and summative assessments to monitor progress. Simple formative assessments provide immediate feedback on student understanding. This knowledge is shared with the students so that each knows his/her personal strengths and challenges. With the teacher's assistance, each student creates personal goals. The teacher then uses these assessments to guide further instruction. A few of the common formative assessment tools include: stop and jot, exit tickets, SOS summary (statement, opinion, support), and quick write/quick draw. Teachers are accustomed to using tiered lessons, flexible grouping, and peer teaching. They plan lessons that appeal to multiple intelligences and use Bloom's taxonomy.

In order to supplement instruction, the diverse needs of the subgroups are met in a flexible group setting referred to as *Enrichment*. The idea behind the class is that what is an enriched environment for one student is not necessarily enriched for another. Toward that end, every student goes to *Enrichment* to get what he or she needs. Some students are high achieving and dig deeper into the science curriculum. Here, they problem solve, work with peers and community members and do research projects. Others are below grade level in mathematics and need additional time with the math teacher or an opportunity to work with manipulatives and various strategies.

Service learning has also contributed to the achievement of our students, one subgroup in particular. The self-contained students are primarily in charge of Penny Harvest, a service program. We have noted an increase in student self-esteem, affiliation to the school, improved problem solving skills, decrease in behavior problems, and academic improvement. This program has three components. First is the collection of money through creative fundraising projects. The second component is our Roundtable Meetings. We call this phase, "Democracy in Action." It is a group of meetings where students research organizations and causes and come prepared to advocate for those they wish to receive money donation. The final phase of Penny Harvest comes in the spring when representatives from chosen organizations join us at our Celebration - Presentation Assembly. It is a special time to watch the exchange between the students and organization representatives. The impact stays with our students well beyond their middle school years.

6. Professional Development:

The teachers at W.T. Clarke Middle School receive professional development in a variety of areas. Any staff development offered to the teachers correlates to the New York State Standards and is aligned with the core curricula areas. With a major focus on literacy, the school has provided staff development in balanced literacy, differentiation and data informed instruction.

The administration has made a commitment to provide professional development that will ultimately benefit the student population. Middle School teachers have worked with a variety of consultants on how to improve daily instruction based on formative and summative assessments. The teachers have received training on the use of the data warehouse which provides data to track student performance. Using the data helps the teachers inform their instruction and helps them make decisions concerning the curriculum and each student's growth.

Due to the approaching Federal Response to Intervention initiative, staff development has been ongoing in order to identify students at risk for poor learning outcomes. By creating awareness, a building

consensus and generating guiding principles for RtI, instruction will be tailored to address the differentiated needs of each individual student.

Over the last several years balanced literacy has been infused throughout the various curricula areas. Teachers attended workshops, read professional journals, and books such as *When Kids Can't Read What Teachers can Do* by Kylee Beers and Stephanie Harvey's *Nonfiction Matters: Reading, Editing and Research Grades 3-8*. A consultant would model the various components of the reader's workshop and the teachers would then practice with their classes and later debrief on what strategies they can later use to refine their own lessons.

In addition, teachers are immersed in creating lessons that were differentiated addressing the various ability levels and learning styles of the individual students in a heterogeneous classroom. Professional development in differentiation help the teachers design tiered lessons. Also it gives teachers an opportunity to fill their tool belts with other ways of assessing the students' understanding.

New teacher workshops led by administration have been designed to share good practice. The intervention assistants, who play a major role making sure that the children who receive services are successful also, participate in workshops focusing on technology in the classroom, differentiation, and improving student learning.

Professional development for the W.T. Clarke Middle School teachers has created an environment where activities are designed to align with the Core Curriculum Standards as well as New York State Standards.

7. School Leadership:

The leadership philosophy at Clarke is one that espouses the idea that we are all shareholders in the investment of our students. Teachers are entrusted with the responsibility and independence to bring their own creativity, talents, and personalities to their classrooms, but there is always the underlying parameter of accountability to ensure that all focus on the goal of improving student achievement.

Our Enrichment class is designed to address the needs of all students, whether it is to enrich their learning with more challenging tasks or to offer remediation to those who need reinforcement of skills and concepts. Administrators help teachers evaluate student data so teachers can plan their Enrichment curriculum accordingly.

The administration is comprised of a principal, assistant principal, and three full time chairpeople for English/Social Studies, Math/Science, and Physical Education/Health. Additional part time administrators provide support in the areas of Music, Art, LOTE, and Technology.

This group meets monthly to ensure interaction and teamwork between the departments. Various items are discussed and decisions made regarding budget, scheduling, classroom instruction, professional development, and the use of technology. In addition, a professional article is regularly presented making the group more knowledgeable in the areas of curriculum and instruction. The department leaders passionately strive to meet the needs of teachers and students, both academically and personally.

The Administration encourages teachers to attend conferences, learn and try new techniques, and share ideas and lessons with colleagues. Teachers are encouraged to push themselves and extend beyond their comfort zones so they will stay current and informed, renewed, and revitalized.

The Principal is the accountability manager. She observes, evaluates, encourages, assists, and sometimes has to refocus staff as we strive to implement programs and practices that work. She reminds staff of middle school philosophy and redirects efforts that have gone off track.

The principal and assistant principal work collaboratively and cooperatively to manage the daily operation of the school. Goals are created from strong beliefs about middle level education; it is to create a culture where all adults are cognizant of both the academic and emotional needs of the adolescent child.

The vision is clear and is communicated in a variety of ways, including faculty meetings, supervision and evaluation, and committee meetings. In addition, suggestions and inspirational quotes are provided to all staff members.

The administration is hands on when it comes to kids. The principal and assistant principal attend all daily team meetings. They know the children. There is a genuine concern for students. Every decision made and every interaction with teachers, parents and others is guided by the overriding dedication to the children here.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Math

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting learning standards	91	98	95	93	75
Meeting learning standards with distinction	58	59	53	33	12
Number of students tested	174	188	182	202	225
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting learning standards	79	100	89	87	45
Meeting learning standards with distinction	21	37	22	14	9
Number of students tested	14	27	18	21	22
2. African American Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting learning standards	91	100	100	85	
Meeting learning standards with distinction	46	50	41	21	
Number of students tested	33	28	34	34	
4. Special Education Students					
Meeting learning standards	60	96	69	75	27
Meeting learning standards with distinction	16	16	4	4	7
Number of students tested	25	25	26	24	15
5. English Language Learner Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
6. Asian					
Meeting learning standards	97	100	93	100	98
Meeting learning standards with distinction	76	83	77	56	32
Number of students tested	29	40	30	32	41
NOTES: Hispanic and African American student data not fully available.					

11NY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ELA

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting learning standards	86	91	88	86	79
Meeting learning standard with distinction	24	29	16	24	18
Number of students tested	173	187	183	202	221
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting learning standards	71	96	78	64	75
Meeting learning standard with distinction	14	4	6	14	0
Number of students tested	14	27	18	22	20
2. African American Students					
Meeting learning standards					
Meeting learning standard with distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting learning standards	85	93	79	69	
Meeting learning standard with distinction	21	21	9	16	
Number of students tested	33	28	33	32	
4. Special Education Students					
Meeting learning standards	32	88	50	42	0
Meeting learning standard with distinction	0	8	8	0	33
Number of students tested	25	25	26	26	15
5. English Language Learner Students					
Meeting learning standards					
Meeting learning standard with distinction					
Number of students tested					
6. Asian					
Meeting learning standards	97	100	87	97	34
Meeting learning standard with distinction	35	49	20	44	95
Number of students tested	29	39	30	32	41
NOTES: Hispanic and Latino Student data is not fully available.					

11NY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Math

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting learning standards	83	98	98	86	69
Meeting learning standards with distinction	52	44	43	26	17
Number of students tested	191	188	205	242	212
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting learning standards	88	100	100	74	53
Meeting learning standards with distinction	36	12	6	11	5
Number of students tested	25	17	16	19	19
2. African American Students					
Meeting learning standards	67	100	80	50	50
Meeting learning standards with distinction	50	25	0	0	17
Number of students tested	6	4	5	2	6
3. Hispanic or Latino Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
4. Special Education Students					
Meeting learning standards	56	85	100	44	46
Meeting learning standards with distinction	11	11	15	0	0
Number of students tested	27	27	20	23	24
5. English Language Learner Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
6. Asian					
Meeting learning standards	89	94	100	92	88
Meeting learning standards with distinction	72	65	77	55	8
Number of students tested	39	34	31	44	25
NOTES: ELL data not fully available					

11NY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Ela

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting learning standards	75	95	91	71	73
Meeting learning standards with distinction	25	16	4	12	10
Number of students tested	189	188	204	238	207
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting learning standards	60	88	75	63	63
Meeting learning standards with distinction	8	0	0	0	0
Number of students tested	25	17	16	19	16
2. African American Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting learning standards	55	94	78	55	72
Meeting learning standards with distinction	14	6	0	5	11
Number of students tested	29	35	36	40	36
4. Special Education Students					
Meeting learning standards	22	74	55	22	39
Meeting learning standards with distinction	0	0	0	0	4
Number of students tested	27	27	20	23	23
5. English Language Learner Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
6. Asian					
Meeting learning standards	84	94	97	77	79
Meeting learning standards with distinction	32	27	10	16	8
Number of students tested	38	34	31	44	24
NOTES: ELL data not fully available; specifically 2005.					

11NY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Math

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting learning standards	89	98	92	82	73
Meeting learning standards with distinction	38	36	16	13	17
Number of students tested	189	203	239	217	212
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting learning standards	82	100	79	56	79
Meeting learning standards with distinction	23	6	11	0	16
Number of students tested	22	16	19	18	19
2. African American Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting learning standards	84	95	79	77	
Meeting learning standards with distinction	22	27	7	5	
Number of students tested	37	37	42	43	
4. Special Education Students					
Meeting learning standards	62	86	53	60	30
Meeting learning standards with distinction	4	10	5	0	4
Number of students tested	26	21	19	20	23
5. English Language Learner Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
6. Asian					
Meeting learning standards	82	100	91	96	94
Meeting learning standards with distinction	70	69	56	22	28
Number of students tested	33	32	43	27	36
NOTES: African American Hispanic and English Language Learner student information is not fully available.					

11NY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ELA

Edition/Publication Year: 2005-2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting learning standards	90	91	80	82	71
Meeting learning standards with distinction	17	9	11	10	14
Number of students tested	189	203	240	217	212
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting learning standards	73	75	74	89	63
Meeting learning standards with distinction	9	0	5	0	5
Number of students tested	22	16	19	18	19
2. African American Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting learning standards	87	78	64	84	
Meeting learning standards with distinction	19	0	7	7	
Number of students tested	37	37	43	43	
4. Special Education Students					
Meeting learning standards	50	50	16	24	33
Meeting learning standards with distinction	0	0	0	0	0
Number of students tested	26	22	19	21	24
5. English Language Learner Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
6. Asian					
Meeting learning standards	94	100	86	92	83
Meeting learning standards with distinction	27	28	33	15	25
Number of students tested	33	32	43	26	36
NOTES: Hispanic, ELL and African American testing data not fully available.					

11NY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting learning standards	88	98	95	87	72
Meeting learning standards with distinction	49	46	37	24	15
Number of students tested	185	193	209	220	216
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting learning standards	83	100	89	72	59
Meeting learning standards with distinction	27	18	13	8	10
Number of students tested	20	20	18	19	20
2. African American Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting learning standards	81	98	92	75	0
Meeting learning standards with distinction	34	37	21	10	0
Number of students tested	33	33	38	40	0
4. Special Education Students					
Meeting learning standards	59	89	74	60	34
Meeting learning standards with distinction	10	12	8	1	4
Number of students tested	26	24	22	22	21
5. English Language Learner Students					
Meeting learning standards					
Meeting learning standards with distinction					
Number of students tested					
6. Asian					
Meeting learning standards	89	98	95	96	93
Meeting learning standards with distinction	73	72	70	44	23
Number of students tested	34	35	35	34	34
NOTES: African American, Hispanic and ELL Student testing data is not available for the 2005 -2006 year					

11NY3

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
SCHOOL SCORES					
Meeting Learning Standards	84	92	86	80	74
Meeting Learning Standards with distinction	22	18	10	15	14
Number of students tested	184	192	197	219	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards	68	86	76	72	67
Meeting Learning Standards with distinction	10	1	4	5	2
Number of students tested	20	20	18	20	18
2. African American Students					
Meeting Learning Standards					
Meeting Learning Standards with distinction					
Number of students tested					
3. Hispanic or Latino Students					
Meeting Learning Standards	75	88	74	69	
Meeting Learning Standards with distinction	18	9	5	9	
Number of students tested	33	33	37	38	
4. Special Education Students					
Meeting Learning Standards	35	71	40	29	24
Meeting Learning Standards with distinction	0	3	3	0	12
Number of students tested	26	25	22	23	21
5. English Language Learner Students					
Meeting Learning Standards					
Meeting Learning Standards with distinction					
Number of students tested					
6. Asian					
Meeting Learning Standards	92	98	90	87	65
Meeting Learning Standards with distinction	32	35	21	25	43
Number of students tested	33	35	35	34	34
NOTES: African American, Hispanic and ELL student data was unavailable.					

11NY3