

PART I - ELIGIBILITY CERTIFICATION

12NY17

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12NY17

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 20332

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: 2
5. Number of students as of October 1, 2011 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	104	100	204
K	0	0	0		7	99	93	192
1	0	0	0		8	106	106	212
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	101	105	206		12	0	0	0
Total in Applying School:								814

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
2 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2010	814
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 7

Number of non-English languages represented: 6

Specify non-English languages:

Arabic, Chinese (Mandarin), Hindi, Japanese, Spanish, Urdu

9. Percent of students eligible for free/reduced-priced meals: 4%
 Total number of students who qualify: 36

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: 10%
 Total number of students served: 84

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>5</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>10</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>12</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>28</u>	<u>2</u>
Total number	<u>82</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: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

The history of the Mount Sinai community began as a small farming and fishing hamlet back in the 1600's. Over the next 300 years, there were many changes in the economic structure of this community, but the one element that remained constant was the value of education. A one-room schoolhouse, built in 1869, had a second room added to it in 1908. This school remained in operation until 1960 when it was torn down and the existing Mount Sinai students were then sent to Port Jefferson for their education. In 1965, a new elementary school was built in the community. A middle school was added in 1978, and in 1991 our K-12 district was completed with the addition of a high school. A well-conceived and updated sports complex has since been added to the campus, which encourages participation in a variety of athletic endeavors for many students. At Mount Sinai, the physical well-being of the 2,800 student population is just as important as their academic successes. These characteristics are the ideals behind the district motto: "The best in learning and living."

There are so many components that need to be in place in order for students to be successful in their educational structures. What made the Mount Sinai Middle School (MSMS) a "School of Excellence" 20 years ago is still true today. Such an honor is due much in part to the atmosphere generated within the school, which has enhanced the working conditions of all who call this place of work their "home away from home." Amongst the administration, faculty, clerical staff, custodial engineers, cafeteria chefs, and school aides, there is evident a true sense of professionalism, care and concern, and an enormous supply of support and positivity. With these essentials constantly in place, students become aware of an atmosphere that promises successful learning. Achievements become tantamount to a strong desire to perform and show success.

The Mount Sinai Middle School team understands that in order for skills to be mastered at the middle school's various levels, it is imperative there be a strong bond between student and teacher, and, at MSMS, this is evident with the number of extra classes attended by students, both prior to school and during students' lunch periods. These times provide for students the needed reinforcement after a new lesson has been introduced or the ability to get ahead with a long-term project.

At MSMS, the staff believes that we are responsible not only to ensure academic excellence and rigor for all students, but to also maintain a supportive learning environment that nurtures their social-emotional development. Our school offers students the opportunity to participate in a variety of programs such as Peer Support, Student Government, and over 30 extracurricular clubs. One of the highlights of the year is our annual Awareness Night, where students participate in assembly programs and "family" groups with teachers and high school students in order to support positive decision making and tolerance among our student body.

Additionally, communication between teachers and parents is equivalent with success. We are fortunate at Mount Sinai to have been afforded a great support staff in our parents. We are privileged in the fact that parents of our students are aware of the care the school shows to their children and the respect that is offered to them as custodial guardians, and in turn are willing to reciprocate. It is through constant communication with the school personnel that the partnership between educators and parents is able to flourish. As a result, parents are considered to be a very important part of Mount Sinai Middle School's success.

Mount Sinai's mission statement includes the following proclamation:

Our mission is to provide students with the academic and social opportunities that will enable them to become productive and responsible individuals in our society. Our goal is to provide an academic atmosphere in which every student will develop curiosity, demonstrate the self-discipline to

persevere, engage in problem-solving strategies, employ critical thinking skills, embrace risk-taking, take pride in developing good work habits, and become self-directed learners and independent thinkers. In addition, we encourage all students to become individuals who are tolerant of individual differences, respect themselves and others, and participate in the decision-making process.

This statement conveys the principles that have granted Mount Sinai Middle School successes and accomplishments in many areas. Our New York State evaluative test results have shown academic excellence in the areas of Math and English Language Arts. There have been many award-winning contributions from the English department in the prestigious Walt Whitman Annual Poetry Contest. The music department has received numerous awards for their New York State School Music Association and Suffolk County Music Educators Association performances, with awards of gold and silver. What is perhaps our most important accomplishment at the Middle School, however, is the feeling of belonging that is felt within the school. Students are involved, they are presented with a goal, they work, and yes, they sometimes struggle, but all in all they are able to arrive at a place where they can feel they are truly understood, recognized, accepted, and given the tools necessary to succeed in high school and beyond.

1. Assessment Results:

Public schools in New York State are required to administer uniform assessments to grades 3-8 in the areas of Mathematics and English Language Arts. Students' raw scores are converted to a scale score which, in turn, is converted to one of the following levels: Performance Level 1 (Below Standard - does not demonstrate an understanding), Performance Level 2 (Meets Basic Standard - demonstrates a partial understanding), Performance Level 3 (Meets Proficiency Standard - demonstrates an understanding), and Performance Level 4 (Exceeds Proficiency Standard - demonstrates a thorough understanding). These assessments, originally administered in the months of January and March, respectively, were moved to late April and May in 2011 in an effort to provide a more comprehensive evaluation of student performance following a full year of instruction.

The following serves to explain why our student data results on the Grade 5-8 NYS Mathematics and English Language Arts Assessments reflect a drop in the percentage of those students earning a Level 3 or 4 in 2010.

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.'

We are very proud of the fact that we consistently surpass the state's Adequate Yearly Progress (AYP) benchmark for these assessments, including those identified for subgroups. This is largely due to our school's extensive practice in data analysis and the strong literacy initiatives that we have implemented. In addition to meeting AYP, over the last 5 years the average rate of proficiency for Mount Sinai Middle School on the NYS ELA Assessment has been 84.56%, with a median score of 88.25%. Similarly, over the last 5 years the average rate of proficiency for Mount Sinai Middle School on the NYS Mathematics Assessment has been 90.635%, with a median score of 91.4%.

In 2011, the students at Mount Sinai Middle School scored an average of 19.75% higher on the Grades 5-8 ELA Assessment and an average of 15.75% higher on the Grades 5-8 Mathematics Assessment, as compared to other 5-8 grade students in Suffolk County.

As is the case in most schools in the state, there is a significant gap in the assessment scores for general education students and students with disabilities at Mount Sinai Middle School. In the most recent year's data, our analysis identified achievement gaps between all students tested and those within the following subgroups: Economically Disadvantaged, Special Education, and African American. These gaps continue to be addressed through our review of students' performance on benchmark assessments, as well as their actual results on the Grades 5-8 NYS Assessments in English and Mathematics. Using this information, teachers have identified several consistent performance trends requiring remediation. In the area of reading, teachers identified that the subgroups mentioned above need further instruction on how to draw conclusions, understand figurative language, identify information not explicitly provided in the passage, draw inferences, understand the author's purpose, and other higher level thinking/reading skills. Mathematics and Academic Intervention Services (AIS) math teachers have identified that deficits

exist in student performance among the subgroups in the areas of conceptual language, spatial understanding, and basic computations/operations such as multiplication and division, particularly with integers, regrouping, factoring, terminology, polynomials, and quadratic equations.

To help close the achievement gap, teachers have attended conferences sponsored by Board of Cooperative Education Services (BOCES), Bureau of Education and Research (BER), and Suffolk County Organization for the Promotion of Education (SCOPE). Teachers have also attended in-house conferences lead by consultants in reading and mathematics instruction and specialists known for their knowledge and expertise in the areas of special education and student cognition. Despite many positive gains in our state assessments, MSMS is working toward finding a program that will assist our teachers in administering quarterly benchmarks. This data will provide us with individualized student reports which will then be used to guide instruction and further close the achievement gap.

Students who earned a high level 2 on assessments in 2011 (those who would have otherwise earned a Level 3 if the cut points had not been raised) have been monitored by their English and Math teachers throughout the year. These include some students represented in the subgroups previously mentioned. Each teacher has developed an individualized plan to meet the needs of the monitored students based on an earlier mathematics benchmark and the Scholastic Read About® reading benchmark assessments administered throughout the year. Frequent articulation between team members and their special education/AIS colleagues, as well as parents, is also a contributing factor when considering the overall success of our programs.

2. Using Assessment Results:

At Mount Sinai Middle School, teachers and building administrators work collaboratively to analyze student data results at the beginning, middle, and end of the year in order to determine common deficits in student performance. Teachers use this data to make instructional decisions on how to apply best-practice strategies to better meet student deficiencies.

By graphing students' results and performing data calculations, we are able to identify the mid-range questions, also identified by one of our consultants as "Gateway Questions." These questions represent performance indicators such as in literary response and expression with which students are experiencing difficulties and will be addressed through targeted instruction. We then cross-reference these against the actual test to determine if the students' incorrect responses are related to the phrasing of the question. Once we have eliminated this as a possible factor, we turn our attentions to the "Performance Indicator Map and Answer Key" and "Individual Item Analysis" reports provided by NYS. Additional information regarding performance indicators and individual item analysis can be found at <http://www.p12.nysed.gov/irs/ela-math/>.

The "Indicator Map" helps us to identify the specific NYS Performance Indicator and Standard for each of the mid-range questions, for which we then research strategies to address the specific sub skill or content strand. These strategies are then integrated within the corresponding curricula. Academic Intervention Support (AIS) teachers also develop an individualized student report reflecting the individual student's deficits and the teacher's strategies for addressing these performance indicators.

As part of our literacy initiative, in addition to providing instruction in how to teach reading strategies across the curriculum, teachers have been trained in small group instruction. This has enabled teachers to provide direct instruction in reading and mathematics skills to specific students who share similar performance deficits, while others in the class complete a related activity based on an earlier mini-lesson within the instructional period. Specifically, English and AIS reading teachers have included the following in their daily lessons to address these identified deficits: graphic organizers, pre-reading and vocabulary recognition strategies, the use of highlighters and writing in the margin, reading comprehension skills, and general test-taking strategies.

The methodologies used within the math and AIS classrooms vary depending upon data results from a variety of assessments. The teaching of mathematical literacy, computation, application, and word problems is important to our systematic approach to improving student performance in mathematics.

Following the Math and ELA assessments, parents are provided with individual student reports annually. The reports indicate the performance index for each student and provide a score range in identified skill areas for each section of the assessment. The reports are sent home with correspondence explaining that they can be reviewed with a guidance counselor. Of those students who have been deemed in need of AIS services, individual appointments are established with the AIS provider, the student and their parents.

Additionally, the principal and Central Office administration provide annual “State of the Middle School” and “State of the District” presentations to parents and community members at Back to School evenings in September and at a Board of Education meeting in October of each year, respectively. These meetings provide an in-depth look at how the Middle School and District performed longitudinally over the past three years as compared to NYS identified “similar” schools and Suffolk County.

3. Sharing Lessons Learned:

Mount Sinai Middle School staff has become quite proficient in using assessment data to inform classroom instruction. MSMS routinely hosts teams of professionals who wish to observe and gain more information on a variety of our programs.

Most recently, following the 2010-11 NYS assessment results, Mount Sinai Middle School and Elementary School administration were asked by a neighboring school district’s Superintendent to meet with their counterparts from that district. The purpose of the meeting was to share our best practices in order for the neighboring district to gain some perspective on how to improve their state assessment scores and programs.

Teachers at Mount Sinai continually share their talents with colleagues within our district by teaching a variety of district-sponsored professional development courses. There is a day set aside annually for this professional collaboration and, because the district’s three schools are on one campus, further collaboration is frequent and ongoing. Every classroom in each of the three schools is equipped with SMART Board technology; therefore, much of this professional development focuses on integrating instructional technology into the curriculum. MSMS teachers also serve as cooperating teachers by working with students from local colleges and universities. Professionals from each content discipline routinely participate in district-level curriculum committees in collaboration with teachers and administrators from the other schools within the Mount Sinai School District.

Many times, MSMS student accomplishments can be read about in the local newspapers or seen on television. School highlights and successes are published in our district newspaper, the *Mount Sinai Mirror*. As a learning community, the parents and staff are always excited to engage in professional dialogue and development. We are proud of the accomplishments of our students and staff and continue to investigate new ways to share our successes with other learning communities.

4. Engaging Families and Communities:

When the African proverb, “It takes a whole village to raise one child,” was brought to the awareness of many people after being vocalized by Hilary Clinton, many communities looked within their structure to see what they could do to make this a practicing truism. Mount Sinai was no different. The printed banner with those words hangs proudly in our Middle School, a visual reminder as to what the partnership of community, family, and school has accomplished to award the many successes of our students.

The families in Mount Sinai are welcomed into the school community through their membership in the Mount Sinai Parent Teacher Organization, Friends of the Arts, and The Athletic Booster Club. Each

organization works as a cohesive unit to stimulate student involvement throughout the year with the various programs offered. This involvement gives the parents a sense of being valued as important members in the community.

There is open communication among administration, staff, and family members with regards to the academic and social successes of students in the Middle School. Teachers use the technological advantage of posting weekly assignments, tests, and long-term projects on the school website, <http://www.mtsinai.k12.ny.us/middleschool/index.htm>, which makes it easier for many parents to stay aware of what their children are responsible for while in school. This also is a means of supporting learning and collaboration among the partnerships.

Through our community service programs, students, teachers, and family members are given opportunities to expand their learning participation both in school and within the community. Caroling at nursing homes during the holiday season, cleaning up Cedar Beach and the school grounds for Earth Day, participation in the annual food drive, clothing drive, Toys for Tots events, and supporting the Random Acts of Kindness Week are activities that require the students to become connected with the community outside the school. It is an important component to their involvement with civic participation.

The Mount Sinai Middle School's Peer Support program is well recognized and received. Students who want to make a difference in promoting an accepting and safe climate in the Middle School are invited to become members. These students are then given opportunities to work together in small groups where knowledge is imparted in "training sessions." These experiences will aid students in providing awareness, as well as emotional, social, and practical help when counseling their peers.

The partnership among the Mount Sinai Middle School, community, and family is a strong one, one that is geared to establishing pride and success for its students.

1. Curriculum:

Our curriculum, based on NYS Standards and Performance Indicators, is designed to ensure instructional equity and rigor for all students.

The English Language Arts curriculum strengthens middle level literacy skills through strategic reading instruction and the analysis of a variety of genres targeting authors' writing styles and literary elements. Book talks, literature circles, and author studies allow for differentiation of learning. A writing strand supports the development of writing and communication skills focusing on literary, expository, and persuasive essays. Reading, writing, listening, and speaking skills are the key components of the program. Our scope and sequence allow for a logical organization of skill delivery providing a template for sustained student achievement.

The mathematics curriculum engages students in mathematical thinking and problem-solving. Both our general and accelerated programs provide a rigorous content organized into ten major strands of study: problem-solving, reasoning and proof, communication, connections, representation, number sense and operations, algebra, geometry, measurement, and statistics and probability. Manipulatives, hands-on learning experiences, and real-world mathematical connections are used to assist in student learning, while computer software and interactive whiteboards allow students to explore and investigate mathematical concepts. Traditionally, students enrolled in our accelerated program beginning in seventh grade take the NYS Algebra Regents at the end of eighth grade. For 2011-12, we have expanded upon our math curriculum to include a Pre-Algebra course for 85% of seventh graders. This will prepare the majority of students for the Integrated Algebra course and the NYS Algebra Regents exam in eighth grade.

Our spiraling science curriculum encompasses the topics of chemistry, biology, physics, and earth science and challenges students to observe, predict, explore, and evaluate science-related topics. Students are taught to question the scientific nature of our world through inquiry-based, hands-on laboratory experiences. Through these labs, students question, critique, evaluate, and verify how the forces of science behave in real-world simulations. The scientific method is taught at each grade level to standardize the investigation process and support literacy writing skills. Students enrolled in our accelerated science program beginning in the seventh grade take the NYS Earth Science Physical Setting Regents examination at the end of the eighth grade.

The social studies curriculum at Mount Sinai Middle School brings history alive for learners by providing frequent opportunities for students to interact with authentic documents by which they gain a greater understanding of the time period or region of study. Curriculum themes include ancient and modern cultures, the development of economics and government, civics, geography, and United States history. Instructional delivery includes document-based questions, interpretations of primary sources, research, and the construction of cohesive, content-based essays. Essential questions are used to frame unit goals. Technological tools and online textbook components allow students to access and interact with content in multiple ways. Required reading includes relevant historical fiction and non-fiction novels, supporting the time period or culture being studied while reinforcing literacy across each curriculum.

At MSMS, students begin their study of world languages in seventh grade. Over 85% of 7th graders are offered French or Spanish. In seventh and eighth grade, students work toward mastering a foreign language for communication and cultural understanding. Lessons are planned using Total Physical Response techniques appealing to all learning styles. Listening, speaking, writing, and reading are the core elements of this program. In the past, students who successfully completed the two-year sequence would take the NYS Proficiency Examination for world language and gain one high school credit. NYS

recently eliminated this assessment and credit will now be granted using a locally generated examination aligned with NYS standards.

Art education engages students in the setting of personal goals and allows learners to grow and see their skill level develop over their course of study. Students use an array of mediums and computer software to create visual art projects. Students draw still lifes, sculpt, and problem solve to create original designs.

All students at MSMS are scheduled to take music study in each grade. This is accomplished by a scheduled period of General Music, Band, Orchestra, or Chorus. Students receive group lessons to build music skill in preparation for our winter and spring concerts. As a result of this dedication to the Arts, many of our students participate in the New York State School Music Association (NYSSMA) solo festival. Several students are selected for the Suffolk County Music Educators Association (SCMEA) all-county ensembles.

Family and consumer science begins in sixth grade. The curriculum covers all aspects of nutrition via cooking classes, instructional videos, and career speakers. A unit on career exploration is also presented. The highlight of the students' experience is a field trip to Commerce Plaza which is sponsored by Capital One Bank. This opportunity allows students to role play various careers within a "community." Students are exposed to financial literacy standards through budgeting and real-world experiences.

Physical education increases long-term wellness by engaging students in aerobic activity and promoting healthy behaviors. The Mount Sinai physical education curriculum also reinforces cooperation, team building and sportsmanship. To further support these ideals, in September 2010, the Athletic Booster Club donated the equipment necessary to create a wellness room within the building. The wellness room assists physical education staff in establishing proper exercise and training techniques. This room includes treadmills, stair climbers, stationary bikes, and interactive aerobic technology games which students use during one unit of study at each grade level. Our wellness room is adjacent to a health classroom, allowing teachers to work collaboratively in order to connect the physical education curriculum with the health curriculum. Additionally, all students in grades 5-8 receive fitness benchmark reports throughout the year which are developed using national physical fitness standards. This dedication to wellness translates to 60% of seventh and eighth graders participating in over 20 interscholastic team sports throughout the year.

2. Reading/English:

English classes at Mount Sinai Middle School are divided into grade-level and above grade-level courses. Some grade-level classes are inclusion-based and are co-taught with special education teachers, enabling modified instruction that better addresses students' diverse learning needs. At all levels, instruction is differentiated, rigorous, challenging, and a result of collaborative efforts by the English faculty. Lessons developed by the English teachers at MSMS are centered around a shared inquiry approach that is aimed at promoting the ability to reason, solve problems, apply knowledge, write, and communicate effectively.

At the elementary level (5th and 6th grade), the English curriculum is an infusion of supplementary trade books, content area texts, and Basal readers. Much emphasis is placed on developing students' ability to synthesize, paraphrase, compare, and contrast information, analyze characters in literature, and identify organizational formats used in informational texts.

At the secondary level (7th and 8th grade), the English curriculum is literature-based, and grammar, vocabulary, and writing instruction are spiraled throughout the year and intertwined with the literature. Writing assignments include personal narratives, poetry, literary responses, journal writing, persuasive and expository essays, Power Point presentations, and a research project, which employs the use of technology and students' media literacy skills. To better challenge and develop students' writing skills, particularly for longer writing assignments, much emphasis is placed on editing, paragraph development, and revising through the use of a writing portfolio, in which students must also self-assess their work and progress throughout the year.

Students' reading comprehension, listening, and writing skills are tested and assessed quarterly in preparation for our yearly state assessments. Students who are struggling with the English curriculum and/or performing below proficient on State assessments are identified early in the year and placed into Academic Intervention Services for Reading. Such services are provided to students during their instructional day, as a separate class, with no negative impact on their core courses. The Wilson Just Words® Program is another program that is used as an intervention for students who are struggling specifically with spelling and decoding.

In addition to a regularly-scheduled, full-year English class, eighth grade grade-level students and seventh grade above grade-level students at MSMS complete a half-year Communications course. The Communications curriculum is an English Language Arts-based curriculum that focuses more on individual improvement through a diversity of reading selections and written assignments. Students also utilize the computer lab once a week for Scholastic Read About®, an independent, computerized, non-fiction reading program that adapts its instruction to each individual student.

Furthermore, at Mount Sinai Middle School, English instruction goes beyond the classroom. We offer a variety of field trips, such as a writing workshop at Walt Whitman's birthplace and an annual trip to a performance of Charles Dickens' *A Christmas Carol*. These encourage a well-rounded promotion of learning and application of concepts taught. MSMS also holds an annual school-wide spelling bee, participate in yearly book fairs, and work hand-in-hand with our school librarian to foster and promote active reading outside of the classroom environment.

3. Mathematics:

While the New York State Standards for Mathematics is used as the guideline for the school's curriculum, Mount Sinai Middle School expands upon each content strand, thereby exceeding the mathematics standards. In addition, students at Mount Sinai Middle School are prepared for the transition to the NYS Common Core Standards through lessons and activities which are aligned with the Common Core. They can continuously reinforce lessons taught in school by accessing teachers' websites while at home. Class pages display daily assignments and provide complimentary and engaging activities via the internet.

Instructional methods adopted by math educators include SMART board interactive lessons, hands-on mathematics lessons using manipulatives, real-world math, center-based activities, and small group instruction. Cross-curricular instruction in which mathematics plays a crucial role in subject areas such as social studies (maps, graphs, and charts), science (measurement and analysis), art, and reading is also employed. Teachers model examples and pose real-world situations in which students can problem solve, for example, looking to the media for graphs, data, and statistics. Assessments include a variety of formats. Students are challenged with "higher-order thinking" questions, and are expected to write about math, explaining their cognitive process for solutions.

The school differentiates instruction for students who perform above and below grade level through leveled reinforcement activities, enrichment activities, extra help sessions, Academic Intervention Services, and grade advancement for select students who have surpassed the rigorous curriculum in place. The mathematical skills of students who are below grade level are also addressed through resource room instruction, our consultant teacher direct classrooms, and a 15-1 self-contained special education program. In addition, special education students are often mainstreamed into general education math classes. Mount Sinai Middle School also provides an after school academic peer tutoring program for students who will benefit from the assistance of Honor Students from the High School. At the same time, an opportunity is provided for Honor Students to perform a service to their schoolmates.

4. Additional Curriculum Area:

Research has shown that children learn best when actively engaged and involved with what they are learning. With that in mind, all students are provided with many academic and social opportunities to

achieve personal growth and success, enabling them to become productive and responsible individuals in society.

Our challenging Social Studies curricula of grades five through eight lend themselves to being the perfect venues to explore an assortment of concepts such as the economic, geographic, cultural, and political understandings of the global heritage of the peoples of North and South America, and the world. Additionally, students develop an in-depth awareness of the government and the role of citizens of the United States by studying important documents such as the U.S. Constitution, and using comprehensive student-directed activities and programs aligned with New York State Standards.

All students conduct extensive historical research, both individually and in cooperative learning groups, on a wide variety of topics. Using the school library and the Internet, students acquire essential skills and knowledge of subject matter by interpreting and analyzing primary and secondary sources to foster an environment of respect and tolerance of others. Drawing on art, literature, music, and technologies of past cultures, student learning activities consist of, but are not limited to, the following assessments: compiling information using charts, cartography, Venn diagrams and timelines; conveying individual perspective through writing assignments such as the I-Search paper, historical fictional diaries, and weekly reports of current events; presenting content material orally; participating in inter-active role playing.

We as educators continue our collaboration on creating exceptional lesson plans that have proven to successfully motivate our students, while encouraging them to become risk takers, problem solvers, and independent thinkers.

5. Instructional Methods:

In an age where students of all abilities are placed within a single classroom, now more than ever it is important for our teachers to know how to meet the diverse needs of their students. Differentiation strategies vary depending on the curriculum being taught and the needs of students. Within each program, varying teacher-developed assessment strategies are used to determine student learning, guide instructional decisions, and focus on enhancing student achievement.

We deliver a wide range of instruction based on diagnostic testing such as the Diagnostic Online Reading Assessment (DORA), the Woodcock-Johnson, Individualized Educational Programs (IEPs), benchmarks, pre-testing, formal and informal assessments, and teacher recommendations. Accelerated math and science courses are offered to challenge the advanced student. Academic Intervention Service (AIS) is provided for students who have not reached proficiency levels on state assessments. An intensive multi-faceted approach to reading is provided for our least able readers, which includes the Wilson Just Words® Reading approach to remediate student decoding abilities.

Instructional methodologies vary, allowing teachers to be responsive to each learner's needs within all subgroups. We employ the co-teaching model where special education students are in a general education setting. Our English Language Learner program uses interactive whiteboards to provide comprehensive language input. In literacy classes, alternate novels with similar themes and topics are selected for lower-level readers.

Scholastic Read About® is a computer program that our Reading/ELA teachers utilize on a weekly basis. This personalized software continuously assesses the students as they progress through interactive stories and activities based on their interests. Read About adapts instruction based on the student's response, and determines whether a student requires remedial intervention or enrichment. All topics are non-fiction and align to the standards for English Language Arts, Social Studies, and Science.

Castle Learning and Master Guru are other computer resources that our teachers utilize in order to meet the diverse needs of students. Correlated to the standards, these online programs allow teachers to generate assessments in all subject areas. The teacher can personalize the content that the student will be

assessed in, in order to focus remediation in a specific area. To further support learning, both Castle Learning and Master Guru provide details that explain the correct response to each question. In addition, students have the ability to login remotely to review topics.

To foster student motivation and increase student achievement, student recognition is also differentiated as it rewards the different levels of accomplishments within our school. The Student of the Month and Citizen of the Month breakfast recognizes students from each instructional area. Teacher nominations are rotated each month in order to ensure the acknowledgements of all levels of learners and subject areas are recognized.

6. Professional Development:

Professional development at MSMS is targeted to support building-level instructional goals. This alignment has a positive impact on student achievement. This process supports our Board of Education's policy requiring relevant professional development opportunities for all staff.

At the beginning of each school year, building-level learning goals are identified based on the analysis of student achievement data. Teachers identify professional goals that will enhance their skill level and instructional delivery in these targeted areas. Collaboratively with the administration, an action plan including professional development is established. Progress toward successful completion of these goals is monitored midyear and reviewed again at the end of the year. This process results in a shared vision and school instructional focus.

Once the goal(s) has/have been identified, all professional development must directly support staff learning in these areas. Professional development is conducted at faculty conferences, grade level and department meetings, as well as conferences and workshops offered by other institutions and professional organizations. Teachers meet as interdisciplinary and departmental teams to define best practices and plan how their new learning can best be implemented to ensure maximum student growth.

MSMS teachers have participated in intensive professional development in the areas of using data to make instructional decisions and inform instruction, teaching reading across the curriculum, working collaboratively to ensure instructional equity and rigor within each discipline, and using technology to enhance instruction. All teachers, regardless of their discipline, now share the responsibility of supporting student literacy through a strategic approach to teaching reading.

Along with this methodical approach to professional development, our teachers also belong to professional organizations at the local, state, and national level. At the end of each school year, student achievement data is reviewed as part of our professional development evaluation and planning process.

7. School Leadership:

The leadership team at Mount Sinai Middle School consists of a principal and an assistant principal. The principal and assistant principal work collaboratively with Central Office administration, Elementary and High School administration, and the K-12 Directors in the areas of Humanities and Math, Science, and Technology to identify instructional goals and develop action plans to ensure that these goals are successfully attained. In order to further guide this process, the principal meets monthly with such directors to reinforce the school's mission.

Due to the limited administrative structure, all teachers at MSMS assume a leadership role in a variety of areas affecting student growth. Teachers collect and analyze student data, research and pilot new instructional materials to support student learning, recommend how to effectively schedule students to achieve maximum student growth, and enhance curriculum in all areas. Each administrator conducts monthly grade level and faculty meetings, which address state standards and NYS assessment guidelines. As a result of this collaboration, MSMS added benchmark assessments to provide teachers

with the opportunity to review individual student data to ensure that the students are successfully meeting NYS standards midyear in each of the core subject areas. This information will allow teachers to further individualize instruction within the classroom. The administrative leadership team at MSMS encourages professional development through coaching, workshops, and making resources available to teachers. This approach contributes to enhancing the instructional performance of each teacher which, in turn, further supports student growth. Each month the MSMS Instructional Support Team (IST), consisting of administrators, school psychologist, guidance counselors, and social worker, meet to review students of concern. Subsequently, the IST develops strategies to effectively work with the student and family so that greater student achievement can occur.

The consistency of leadership style and procedures within the school has resulted in a clear understanding by all stakeholders of the school's mission, professional expectations, and instructional philosophy. Improved student achievement is directly impacted by this stability, fostering trusting, collaborative relationships that have developed within the school and the Mount Sinai community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds Proficiency	78	85	97	96	90
Exceeds Proficiency	34	33	60	42	27
Number of students tested	199	190	204	201	193
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	2	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency	69				
Exceeds Proficiency	19				
Number of students tested	16	9	9	6	6
2. African American Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	1	3	7	3	2
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	7	4	6	7	1
4. Special Education Students					
Meets/Exceeds Proficiency	13	37	81	70	77
Exceeds Proficiency	4	0	13	0	6
Number of students tested	23	19	31	23	17
5. English Language Learner Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	3	1			1
6. Asian					
Meets/Exceeds Proficiency	85		100		
Exceeds Proficiency	31		60		
Number of students tested	13	7	10	9	9
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."					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: English Language Arts

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	74	72	95	93	89
Exceeds Proficiency	4	16	23	9	8
Number of students tested	199	189	203	201	195
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	2	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	63				
Exceeds Proficiency	0				
Number of students tested	16	8	9	6	6
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	1	3	7	3	2
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	7	4	5	7	1
4. Special Education Students					
Meets Proficiency/Exceeds	9	16	71	70	30
Exceeds Proficiency	0	0	0	0	0
Number of students tested	23	19	31	23	17
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	3	1			1
6. Asian					
Meets Proficiency/Exceeds	85		100		
Exceeds Proficiency	0		30		
Number of students tested	13	7	10	9	9
<p>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."</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Mathematics

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds Proficiency	94	85	98	97	92
Exceeds Proficiency	59	59	45	41	39
Number of students tested	189	210	210	198	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	3	0	1
Percent of students alternatively assessed	1	1	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency		62	83		
Exceeds Proficiency		31	42		
Number of students tested	6	13	12	5	5
2. African American Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	2	8	3	3	4
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	4	7	8	1	2
4. Special Education Students					
Meets/Exceeds Proficiency	72	45	100	90	73
Exceeds Proficiency	0	7	9	16	4
Number of students tested	18	31	22	19	26
5. English Language Learner Students					
Meets/Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	1	1	1		1
6. Asian					
Meets/Exceeds Proficiency		100	100		90
Exceeds Proficiency		91	80		60
Number of students tested	6	11	10	8	10
<p>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."</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: English Language
6 Arts

Edition/Publication Year:
2007/2008/2009/2010/2011

Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	88	88	98	90	91
Exceeds Proficiency	11	18	18	6	28
Number of students tested	189	210	207	198	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	3	0	1
Percent of students alternatively assessed	1	1	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds		87	100		
Exceeds Proficiency		18	27		
Number of students tested	6	13	11	5	5
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	2	8	3	3	4
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	4	7	7	1	2
4. Special Education Students					
Meets Proficiency/Exceeds	44	42	64	37	10
Exceeds Proficiency	0	0	0	0	0
Number of students tested	18	31	22	19	27
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	1	1			
6. Asian					
Meets Proficiency/Exceeds		100	100	88	100
Exceeds Proficiency		9	40	38	33
Number of students tested	6	11	10	8	9
<p>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."</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Mathematics

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency/Exceeds	91	87	97	93	90
Exceeds Proficiency	63	41	47	39	24
Number of students tested	207	213	206	224	178
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	0	3	1
Percent of students alternatively assessed	1	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	80	60			
Exceeds Proficiency	20	24			
Number of students tested	10	17	9	6	2
2. African American Students					
Meets Proficiency/Exceeds	70				
Exceeds Proficiency	30				
Number of students tested	10	3	3	4	3
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	8	9	3	5	2
4. Special Education Students					
Meets Proficiency/Exceeds	55	43	68	60	68
Exceeds Proficiency	14	0	8	7	0
Number of students tested	22	21	25	30	22
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	3	1		2	2
6. Asian					
Meets Proficiency/Exceeds	100	83			
Exceeds Proficiency	77	67			
Number of students tested	13	12	8	9	6

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."

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: English Language Arts

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	78	70	96	91	86
Exceeds Proficiency	8	14	13	4	9
Number of students tested	206	213	203	223	174
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	0	3	1
Percent of students alternatively assessed	1	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	30	41			
Exceeds Proficiency	0	6			
Number of students tested	10	17	8	6	2
2. African American Students					
Meets Proficiency/Exceeds	50				
Exceeds Proficiency	0				
Number of students tested	10	3	3	4	3
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	8	9	2	5	2
4. Special Education Students					
Meets Proficiency/Exceeds	22	24	72	63	41
Exceeds Proficiency	0	0	0	0	0
Number of students tested	23	21	25	30	22
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	1	1		1	1
6. Asian					
Meets Proficiency/Exceeds	83	67			
Exceeds Proficiency	17	25			
Number of students tested	12	12	8	8	5
NOTES:					
<p>"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."</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Mathematics

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency/Exceeds	90	77	97	92	89
Exceeds Proficiency	31	33	43	30	23
Number of students tested	212	213	217	184	211
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	3	0	0
Percent of students alternatively assessed	2	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	50	54	80		
Exceeds Proficiency	20	39	10		
Number of students tested	10	13	10	2	5
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	3	7	4	5	3
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	70				
Exceeds Proficiency	10				
Number of students tested	10	1	5	3	2
4. Special Education Students					
Meets Proficiency/Exceeds	58	35	73	64	63
Exceeds Proficiency	0	4	8	0	0
Number of students tested	19	26	26	22	30
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested			2	1	
6. Asian					
Meets Proficiency/Exceeds	92	80			90
Exceeds Proficiency	42	60			50
Number of students tested	12	10	9	6	10
NOTES:					
<p>"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."</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: English Language Arts

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Meets Proficiency/Exceeds	80	63	90	81	81
Exceeds Proficiency	5	9	12	13	13
Number of students tested	212	213	220	184	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	3	0	0
Percent of students alternatively assessed	2	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	50	31	82		
Exceeds Proficiency	0	8	0		
Number of students tested	10	13	11	2	5
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	3	7	4	5	3
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	60				
Exceeds Proficiency	0				
Number of students tested	10	1	6	3	2
4. Special Education Students					
Meets Proficiency/Exceeds	26	19	50	23	33
Exceeds Proficiency	0	0	0	0	0
Number of students tested	19	26	26	22	30
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested			2		
6. Asian					
Meets Proficiency/Exceeds	92	70	100		100
Exceeds Proficiency	8	40	10		10
Number of students tested	12	10	10	6	10
NOTES:					
<p>"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."</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency/Exceeds	88	83	97	94	90
Exceeds Proficiency	46	41	48	38	28
Number of students tested	807	826	837	807	795
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	6	7	5	2
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	71	62	80	68	72
Exceeds Proficiency	21	27	29	15	0
Number of students tested	42	52	40	19	18
2. African American Students					
Meets Proficiency/Exceeds	68	62	88	73	66
Exceeds Proficiency	37	33	17	13	8
Number of students tested	16	21	17	15	12
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	72	71	86	87	
Exceeds Proficiency	24	23	18	18	
Number of students tested	29	21	22	16	7
4. Special Education Students					
Meets Proficiency/Exceeds	47	40	79	69	69
Exceeds Proficiency	4	3	9	5	2
Number of students tested	82	97	104	94	95
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	7	3	3	3	4
6.					
Meets Proficiency/Exceeds	93	84	100	100	94
Exceeds Proficiency	50	65	73	66	57
Number of students tested	44	40	37	32	35
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency/Exceeds	79	73	94	88	86
Exceeds Proficiency	6	14	16	7	14
Number of students tested	806	825	833	806	795
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	10	6	7	5	2
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	52	55	87	52	61
Exceeds Proficiency	2	8	10	5	0
Number of students tested	42	51	39	19	18
2. African American Students					
Meets Proficiency/Exceeds	56	47	82	60	66
Exceeds Proficiency	6	4	0	0	0
Number of students tested	16	21	17	15	12
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	69	52	84	81	
Exceeds Proficiency	3	4	10	0	
Number of students tested	29	21	20	16	7
4. Special Education Students					
Meets Proficiency/Exceeds	24	26	64	50	27
Exceeds Proficiency	0	0	0	0	0
Number of students tested	83	97	104	94	96
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	5	3	2	1	2
6.					
Meets Proficiency/Exceeds	88	80	97	87	96
Exceeds Proficiency	9	25	26	19	15
Number of students tested	43	40	38	31	33
NOTES:					

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