



# PART I - ELIGIBILITY CERTIFICATION

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12NY7

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

12NY7

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)  
 (per district designation): 2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
10 Total schools in district
2. District per-pupil expenditure: 15211

## 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: 9
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		<b>6</b>	148	132	280
K	0	0	0		<b>7</b>	121	114	235
1	0	0	0		<b>8</b>	136	122	258
2	0	0	0		<b>9</b>	0	0	0
3	0	0	0		<b>10</b>	0	0	0
4	0	0	0		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>773</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
25 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % White  
1 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 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, 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.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	752
(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 of English Language Learners in the school: 2%

Total number of ELL students in the school: 13

Number of non-English languages represented: 4

Specify non-English languages:

Mandarin Chinese, Japanese, Korean, and Urdu.

9. Percent of students eligible for free/reduced-priced meals: 3%  
 Total number of students who qualify: 24

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: 11%  
 Total number of students served: 85

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>25</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>37</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>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>4</u>	<u>0</u>
Classroom teachers	<u>37</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>41</u>	<u>6</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>16</u>	<u>4</u>
Total number	<u>108</u>	<u>11</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%	97%	98%	98%
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>
<b>Total</b>	<b><u>0%</u></b>

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? Before 2007

## PART III - SUMMARY

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South Woods Middle School serves children in grades 6 through 8 in the Syosset Central School District located in the hamlet of Syosset, New York. South Woods offers children every opportunity to pursue their interests and talents in a nurturing, academically challenging environment. Our strengths are exemplified by our mission statement, “Here children learn to respect our community, acquire knowledge, and become productive, caring individuals.” In this socio-economically and culturally diverse community, our inclusive educational environment, rich scholastic program, emphasis on character education, outstanding teaching faculty, and commitment to overall excellence all contribute to making South Woods worthy of Blue Ribbon status.

At South Woods, students are encouraged to explore exciting learning experiences and impact their community in positive ways. Our keys to success are the inclusion of all students in our academic program, a firm belief in school-wide enrichment, and access to higher-level courses by choice. We embrace differentiation, both within the academic classroom and through our support and enrichment programs. Students with special needs are fully included, receiving support through our co-teaching instructional model. All students are accelerated in mathematics, concluding 8th grade with one high school credit in Algebra. Additionally, over 50% of our eighth grade students elect to take honors Algebra. Students study world language, participate in performing music ensembles, and explore electives in Family and Consumer Science, Health, Technology, Business, and Art. Instructional teams made up of teachers, guidance counselors, and administrators work collaboratively to ensure student success.

Our students’ accomplishments are impressive. We take pride in the opportunities we provide for students to showcase their work, and we share in the excitement when they are honored and recognized. For example, our 6th Grade Band received a rating of Gold with Distinction at the New York State School Music Association Major Ensembles Festival and the Jazz Band, Jazz Chorus and Chamber Orchestra each received Superior Ratings at the High Note Festival in New Jersey. Our Science Olympiad teams received first and third place awards in the regional competition. Mathletes earned a first place award, and students who participated in the Long Island Math Fair won individual and team gold medals. Technology students earned first, second, and third place in the Pitsco© Dragster Challenge. Our Model United Nations and Mock Trial Clubs earn honors every year.

Our school’s tradition of excellence extends to our commitment to character education. In addition to the daily reaffirmation of our mission statement, our motto “South Woods CARES” can be felt throughout the school and the wider community. CARES stands for “Compassion, Awareness, Respect, Empathy, and Service.” These principles are echoed in the work of our Student Council and varying clubs, classes, and programs. Annual events such as our Walk-A-Thon, towel and food drives, Valentines for Veterans, Read-A-Thons, shoe and sports equipment collections, and other outreach programs connect students with issues in the community and engage them in helping others. Our relationship with a local homeless shelter has inspired a greater level of understanding and compassion for the issues of local hunger and homelessness. We strive to teach about the work of the shelter and how our outreach benefits others. Our annual Spirit Week brings a healthy dose of adolescent fun and excitement, but the capstone is a check presentation to the shelter. This year, our school was presented with a certificate of appreciation for our efforts. Another recent milestone has been the burgeoning involvement of our local community in “South Woods CARES” through our largest community event. “Dancing with the Faculty,” replete with faculty competitors and student judges, has twice drawn a crowd of over 500 audience members. In its first year, Dancing with the Faculty enabled the Student Council to raise \$5000.00 for the Clinton Bush Haiti Fund. In the second year, \$5000.00 was raised for the John Theissen Children’s Foundation, a local non-profit organization that assists sick and underprivileged children.

South Woods CARES extends to improving our environment as well. After learning about the

environmental impact of plastic waste, students in several clubs worked together to reduce the use of plastic water bottles in our school. The students did research, developed public service video announcements, and hosted lunchtime “brown bag seminars” on sustainability and pollution prevention. The Student Council sold enough stainless steel water bottles to purchase and donate to the school two water fountains with bottle-filling spouts. Our environmentally-conscious community members can now refill their drink bottles guilt-free. From classroom to water fountain installation, students were able to witness how their work made a positive impact on the school.

Behind the achievements of our students stands an amazing faculty dedicated to the development of caring, thoughtful, knowledgeable citizens. Our daily academic work, annual traditions, and memorable milestones that have made a positive impact on the school and surrounding community are the true testament to our mission and vision. This, along with our impressive assessment results, is what makes South Woods “Blue Ribbon-worthy.”

## 1. Assessment Results:

A. South Woods Middle School administers the required New York State assessments in Math and English Language Arts to all students in grades six through eight. Students' raw scores are converted to a scale score falling in one of four performance levels. Performance Level 1 indicates performance that is "Below Standard." Performance Level 2 is defined as "Meets Basic Standard," Performance Level 3 indicates that a student "Meets Proficiency Standard," and a score within Performance Level 4 is articulated as "Exceeds Proficiency Standard."

Our culture of ongoing progress and learning is what shapes our expectations for student performance. We hold teachers and students to the highest of standards, and we constantly seek ways to enhance learning and improve student assessment results. We accept no less than the best individual results, which are unique to each child at a given point in time, and strive to provide *all* students with the opportunity to meet or exceed proficiency standards.

A focus on our 2010 and 2011 assessment results presents a clear picture of our performance and reinforces our expectation that students achieve and exceed proficiency standards at rates that surpass regional and state averages. The average percent of all students, including our subgroups, reaching performance Levels 3 and 4 on the ELA assessment in 2010 and 2011 exceeded regional performance by an average of 16%. The performance of the same cohorts in Mathematics exceeded regional performance in 2010 and 2011 by an average of 18%. These results continue to be in line with our expectations for student performance.

B. From 2006-2009 students demonstrated consistent improvement on the English Language Arts (ELA) assessment. The percent of students reaching Level 3 increased in grade six from 93.8% to 97.7%, in grade seven from 86.4% to 97.2%, and in grade eight from 89% to 96.1%. Especially noteworthy is the increased success by special needs students. The percent of disabled students who scored at Level 3 grew from 63% to 85%. These significant gains are the result of high standards and inclusive programs, including co-teaching, that provide ongoing supports and challenges for all students.

From 2006-2009 student performance on the Math assessment was consistently outstanding. The average percent of students reaching Level 3 in grade six was 96%, in grade seven was 98% and in grade eight was 96%. This exemplary performance included significant growth in the percent of disabled students who scored at level 3 from 77% to 91%. Our inclusive setting and high standards for all students, combined with early experiences in algebra and universal acceleration in math, contribute to our success.

The New York State Department of Education explains policy changes influencing student assessment results: *"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.'*

A five year review of regional data indicates that despite shifts in New York State's expectations for proficiency, South Woods is a top achieving school. When comparing the proficiency of our students to that of students in Nassau County, we found that from 2006-2011, our school outperformed the region in English Language Arts in grade six by an average of 11.7%, in grade seven by an average of 14.6% and in grade eight by an average of 12.6%. A five year analysis of performance on the Math assessment yielded similar results. From 2006 to 2011 South Woods outperformed the region in grade six by an average of 10.8%, in grade seven by an average of 13.5% and in grade eight by an average of 13.6%.

On the 2011 grade seven Math assessment, the percent of students reaching Level 4 exceeded the regional performance at levels 3 and 4 combined by 4.5%, and the percent of students reaching levels 3 and 4 on the grade seven ELA, the grade seven Math (99.2%), and the grade eight Math assessments were the highest in Nassau County.

Our analysis of the most recent year's data identified achievement gaps between all students tested and those within the following subgroups: Poverty, Hispanic, Black, Disabled and Limited English Proficient. With the exception of Disabled, the grade level cohorts for all subgroups ranged from five to eight students. Teachers examined the results of these students in intricate individual detail in order to plan more effective instruction. The performance of the subgroup Disabled continues to be addressed through the use of individualized educational plans, a school wide literacy initiative and targeted instruction based on formative assessments and other student performance data.

As evidenced by students' raw score credits, we are making progress in closing the achievement gap. For example, on the 2009-2010 ELA Assessment, 57% of grade six students scoring at the Meets Basic Standard level (2) were within two raw score credits of reaching the Proficiency level (3). Similarly, in grade seven, 44% of students scoring at the Meets Basic Standard level (2) were within two raw score credits of reaching the Proficiency level (3), and in grade eight, 33% of students scoring at the Meets Basic Standard level (2) were within one raw score credit of reaching the Proficiency level (3).

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

All of the data that South Woods teachers collect, formative or summative, teacher-designed or standardized, is central to our pedagogical decisions. More importantly, it is the frequent analysis of this data that motivates our instructional practices and promotes our success. We begin each school year with teachers and administrators collaboratively examining the State Math and English Language Arts assessment results from the previous year. Subsequently, we make curriculum revisions where necessary, identify the types of skills that individual students need to reinforce and develop further, and target students in need of academic intervention services such as Reading Lab or Workshop support classes. Results are also used by instructional teams to collaboratively map curriculum for the upcoming school year.

We obtain additional data when our eighth grade students participate in district-wide world language assessments, the Integrated Algebra Regents Exam, and either the Physical Setting-Earth Science Regents Exam or the New York State Science 8 Assessment. Teachers use resulting data from all academic areas to determine curricular emphasis for the upcoming year. Throughout the year, preliminary diagnostic exams and periodic benchmark exams allow us to gauge the areas where targeted instruction is warranted. This year, we have also implemented a standardized assessment program from an outside vendor which enables us to pinpoint areas of need. Teachers use results to develop individualized online study programs for students and track their mastery of specific skills.

Teachers also employ a variety of formative and summative assessments in order to measure growth, to design lessons, and to evaluate student understanding of material. They routinely conduct item analyses on individual unit tests in order to identify student strengths and weaknesses and inform instruction. Teachers are reflective, and collaboratively analyze their own tests, quizzes, and assessments so that better instruments can be developed. In addition, students often reflect upon their own

performance and participate in activities that allow them to set goals for success. For example, writing portfolios enable students and their English Language Arts teachers to assess progress and evaluate growth.

Realizing that great teaching goes far beyond skill development in test-taking, we embed essential skills and their real-world application into daily lessons and learning activities in all curricular areas. For example, in 2010 an analysis of test data determined that enhancements were warranted in teaching students to use their knowledge of vocabulary to comprehend literary and informational text. Teachers in all disciplines joined together to improve student and school performance by researching the principles behind effective instruction of academic vocabulary, employing tools such as graphic organizers, and implementing methods such as *Marzano's Six Steps to Effective Vocabulary Instruction*. Ongoing school-wide professional development focused on content area literacy strategies, and the faculty committed to enhancing literacy instruction in every area.

Overall, our teachers constantly strive to blend formative assessment and instruction in ways that are innovative, engaging and fun. Socratic dialogues, journals, reading logs, projects, "Problems of the Week," and exit cards are but a few of the strategies employed that allow teachers to determine student understanding. These are enhanced by a variety of 21<sup>st</sup> century and Web 2.0 tools that have become part of our instructional repertoire. Interactive whiteboards, student response devices, online educational social networking tools, and other pedagogical Internet resources provide exciting and engaging ways to gather data and evaluate student understanding.

Technology has also enabled us to better inform parents and the community about student and school progress. Parents receive printed copies of their children's individual score reports, and the school district shares the school report card, including demographic information and assessment results, at public Board of Education meetings and on the district website. Teachers keep parents abreast of their child's achievement by posting quarterly grades and five-week progress reports online. Parents and students can access assignments and results in real-time via our Infinite Campus Parent Portal at <https://ic.syosset.k12.ny.us/campus/portal/syosset.jsp>. Parents of students enrolled in academic intervention service courses receive specific notification letters at the start of the school year, as well as additional quarterly progress reports. Teachers also make phone calls, send home weekly report cards when necessary, and write notes for parents and caregivers in students' personal agenda books. In addition, parent-teacher conferences are scheduled to review student performance during four half-days and two evenings throughout the year. As part of our team approach to adolescent development, whole instructional teams, along with support service providers (guidance counselors, school psychologist, etc.), will often meet with parents to share progress and plan for student success.

Our instructional priorities include a precise understanding of student performance and ongoing communication about that performance with families and the community. Conversations center around our work with data and our emphasis on authentic student work, and we strive to provide parents and children with insight into goals, areas in need of improvement, and opportunities to enrich student learning.

### **3. Sharing Lessons Learned:**

Our collegial professional culture inspires sharing within and beyond the school. Teachers and administrators attend conferences and "turnkey" their professional development experiences in formal and informal ways. School leaders structure faculty and team meetings to foster professional growth and teachers often volunteer to share their expertise. Faculty meetings have recently served as a springboard for implementation of the Common Core, with teachers sharing ideas for determining appropriate text complexity, embedding mathematical practices, and enhancing informational literacy.

Our closest collaborative partner is the other middle school in our district. Teachers and administrators from both schools join together on conference days and at meetings to share pedagogical strategies and

ideas. For example, teachers have made presentations to district colleagues on such topics as the effective use of interactive whiteboard technology, Web 2.0 tools, using data to drive instruction, strategies for differentiation, innovative classroom management techniques, and backward design planning. Teachers also make excellent use of an in-district teacher center where they serve as students and faculty, teaching and taking a wide range of courses. Our English as a Second Language teacher recently instructed an in-service course entitled “Visual Literacy and Web 2.0.” Additionally, teachers and administrators engage in vertical articulation with elementary schools and high school to ensure student success in transition.

We foster and embrace conference participation, membership in professional organizations, and publication of teacher work. The principal is the president emeritus of the Nassau County Middle Level Principals’ Association, and frequently shares expertise in leadership for differentiation of instruction and content-area literacy at local conferences. Teachers teach graduate courses, for example in literacy, at area colleges and universities. They also mentor student teachers and serve on State-level curriculum committees. Memberships range from the Council for Exceptional Children to the National Science Teachers Association to the Long Island Association for Supervision and Curriculum Development, to name but a few. Teachers have recently presented at the National Council for Teachers of English annual conference (Writing and Identity), the Nassau Zone New York State Association for Health Physical Education Recreation and Dance Annual Conference (Teaching Lacrosse Skills), and the Stat University of New York Oswego Annual Technology Conference. A teacher is also involved in the National Science Foundation-funded Simulation and Modeling in Technology Education (SMTE) Program. Other teachers have published pieces in journals such as NCTE’s “School Talk,” about observing and reflecting upon student growth in the classroom, and “Educator’s Voice: NYSUT’s Journal of Best Practices in Education,” about using technology to support English Language Learners.

#### **4. Engaging Families and Communities:**

Many features of our school program enlist the support of parents and ensure outstanding community interactions. Our shared decision-making team provides a forum for parents, teachers, administrators, and students to brainstorm enhancements to school climate. Student Council and our many clubs play a vital role in connecting school and community. Our school website:

<http://sw.syossetistops.org/pages/SouthWoods>, conveys essential information, such as our curriculum guide, in a responsible, family-friendly manner. Access to online information through our Parent Portal and Homework Online sites provides families with real-time data so they may plan for success. Parents are invited to attend Curriculum Council meetings and experience curriculum through joint student-teacher presentations of our instructional and extracurricular programs. These experiences allow parents to become more active participants in their children’s education and provide additional support at home. Additionally, the Principal consistently articulates the importance of our partnership with parents and the community through monthly Principal’s mailings, timely emails, and a strong relationship with the Parent-Teacher Association.

Our many school events give students the opportunity to demonstrate their successes within South Woods CARES, our character education program. Field trips with explicit educational objectives bring students into the community and add meaning to learning gained in the classroom. For example, our students have participated in several meaningful field experiences including a Great South Bay Marine Science experience, a nanotechnology research experience at Brookhaven National Laboratory, a career exploration and etiquette field trip to a local catering facility, and in-school field experiences with the neighboring Cold Spring Harbor Laboratory and the Dolan DNA Learning Center to learn about genetics.

Each year, we celebrate Multicultural Week in ways that honor our collective heritage, highlight the contributions of the cultures that make up our school, and enhance our students’ sense of belonging. Parents visit school to share traditional foods and facilitate cultural workshops and demonstrations. This “taste of nations” adds a unique flavor to our school-community relationship. We welcome community participants again during our annual Career Expo, when volunteers host seminars for students about the many professions and career opportunities in our area.

Our dedication to maintaining a close relationship with parents and the community is carefully aligned with middle school philosophy. We attend to the development of the whole child, and a community connection enhances our students' academic and social-emotional growth.

## 1. Curriculum:

Our expectations for learning surpass both the New York State and Common Core Learning Standards. Our programs prepare all learners for advanced coursework in high school, and ensure that students are on track for college and rewarding future careers.

Our English Language Arts curriculum prepares students to become critical thinkers. Students learn to read and analyze informational texts and multiple genres. They practice researching and writing with clarity. The English as a Second Language curriculum parallels the core English curriculum.

Our mathematics curriculum includes all required content strands and performance indicators for middle level mathematics, as well as all topics and concepts necessary to master the Integrated Algebra curriculum and achieve success on the Regents Examination by the end of grade eight. As a result, our students are accelerated at least one full year ahead of State requirements in Mathematics as they enter high school. All students are on course to take college level calculus by their senior year.

Our science curriculum emphasizes scientific inquiry. Laboratory activities promote problem-solving, critical thinking and collaborative discovery. Sixth grade students explore life science, while seventh graders study chemistry and physics. Eighth grade students earn one unit of high school credit in either an Environmental Science course or Physical Setting-Earth Science, which culminates in a New York State Regents Examination. At all levels, students engage in real scientific work using scientific tools, researching, and using technology to analyze data and prepare reports.

Social studies courses in world civilizations in grade six and United States history in grades seven and eight emphasize content knowledge, literacy skills, and awareness of civic issues. Students examine diverse historical perspectives by analyzing primary sources. A continual focus on reading, writing, thinking and speaking skills prepares students for the future. Our elective Research Skills course supplements these standards with a firm introduction to the research process.

Our award-winning visual arts and music courses support college and career readiness by teaching problem solving skills and discipline while emphasizing cultural diversity. Students learn about the elements of art and the principles of design. They create, analyze, and critique art using a variety of media. In music, students study theory, practice appreciation, and perform in ensembles such as Orchestra, Band, and Chorus.

In Physical Education, students learn and practice technical skills, cooperation, and teamwork as they participate in sports, adventure education, yoga, dance, and individual fitness activities that they can take into their futures. In Health, students achieve the necessary foundation for decision-making, stress management, responsibility, and resilience so that they may maintain lifelong personal well-being.

Technology education promotes inquiry and design through a constructivist approach. Students design and create scale models of real world applications (dragsters, solar vehicles, model rockets) in a collaborative laboratory setting. Students work cooperatively as they brainstorm, problem solve, and learn to use resources safely and efficiently.

World Language courses in grades six through eight build proficiency through a communicative approach. Students learn to speak, read, write, and listen in French, Spanish, or Italian as they develop understanding, respect, and appreciation of culture. Because we recognize the necessity of these skills for success in our globally interdependent world, the great majority of our students study a language.

In Family and Consumer Science courses, students study nutrition and learn to prepare healthy foods. They also practice etiquette, personal safety, and basic sewing skills. Students become educated consumers and participate in family budgeting activities. The curriculum addresses standards in career development, embedding English, science and math skills throughout.

Additional course offerings in gifted education, study skills, business, finance, and personal computing all provide enriching ways to integrate state standards with rich, relevant content and prepare students for life beyond middle school.

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

Students in our school are almost never without a book in hand. Our English Language Arts curriculum encourages critical literacy skills and creates a lifetime love of reading and writing. In grade six, the daily study of English is accompanied by another session of explicit reading instruction on alternating days. In seventh and eighth grades, students may complement their daily English studies with support and enrichment through a lunchtime workshop program where topics range from grammar and usage to peer editing to ongoing book clubs.

Within our balanced literacy approach to instruction, teachers plan mini-lessons that stress reading and writing strategies, ensuring their application via independent reading, journaling, and conferencing. Literature circles build enthusiasm for reading while preserving our deep dedication to teaching great literature. Students read from a variety of genres, cultures, and time periods in order to make salient interdisciplinary connections and strengthen essential skills. Students learn to develop and support arguments, organize ideas, use context clues to define unfamiliar words, and how to research. They practice public speaking skills through discussions, debates, and presentations. As writers, students become equipped with the ability to produce cogent pieces that convey ideas, thoughts, and understandings with clarity.

Teachers differentiate instruction in order to address the various abilities of their students. Students needing assistance with comprehension and fluency skills may be encouraged to use audio books, MP3 players, tablet devices, or electronic readers to enhance learning. Journals, essays, projects, and critical thinking activities allow teachers to personalize curriculum based on student interests and readiness. Enrichment projects allow teachers to challenge students performing at a high level. In addition to benefiting from differentiation in the classroom, those who read below grade level or struggle with formal assessments participate in a Reading Lab program for support in decoding and/or comprehension through a rich, active, multi-model approach.

Our entire school culture supports and promotes literacy development. Teachers of all disciplines model what good readers do and engage in explicit vocabulary instruction within their content areas. The Library Media Specialist keeps abreast of developments in adolescent literature, provides book talks, and highlights “Books of the Week.” We celebrate Poetry Month with a student-guided “Poetry Walk.” Extracurricular offerings such as Breakfast Book Club, the school newspaper, and our online literary magazine preserve a rich tradition of creative writing and reading for joy.

## **3. Mathematics:**

Our math curriculum addresses New York State’s core content strands for middle-level math and high school algebra, providing all students with the algebraic thinking and problem-solving skills necessary to flourish in our competitive world. We consistently meet the challenge of making a rigorous curriculum accessible to adolescent learners in a heterogeneous learning environment.

Differentiated instructional strategies are incorporated into everyday learning. Teachers use formative assessment techniques and cognitive processing activities such as “Exit Cards,” “Stop and Jots,” and “3-2-

1 Summarizers” to fix learning, evaluate student progress, and fine tune lessons. Vocabulary is displayed on classroom word walls and expands with every unit of study. Cooperative group work engages students and enables them to converse about math with their peers. Instructional games reinforce previously taught content in an enjoyable way. Literacy is incorporated through picture books, as well as by requiring students to provide written explanations in order to justify their answers. Students use manipulatives and engage in hands-on projects to deepen their understanding of how the math introduced in class applies to real-world situations.

The daily use of technology helps students assimilate and apply concepts. Interactive whiteboards are employed regularly at all grade levels, and the TI-84 graphing calculator is used every day in grade eight. Students are encouraged to notice the connection between the graph of a function and the algebra associated with the equation. Student-response systems capture real-time assessment data. Data analysis allows us to identify individual learning needs and alter instruction as needed. Ongoing assessment of skill acquisition is also achieved through benchmark exams, journals, and individualized web-based practice.

To ensure a high level of student achievement, we offer lunchtime Math Workshops, extra help sessions, and Math Lab classes. The lab teachers help students improve skills through targeted direct instruction and small-group and individual practice. Students ready for greater enrichment in math may also participate in workshops, solving complex problems and engaging in math research. In unique cases, students who complete the required middle school and ninth grade curricula early may be accelerated further and pursue high school geometry.

Our school fosters mathematical thinking at every turn. Students apply mathematical skills and problem-solving strategies in real-world ways that extend beyond the math classroom, and our rich extracurricular program includes opportunities to participate in Math Olympiads, Mathletes, the Long Island Math Fair, and the American Math Competition.

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

Our teaching of social studies/history is guided by our mission to develop knowledgeable individuals who respect our community and lead productive, compassionate lives. An emphasis on 21<sup>st</sup> century skills, civic responsibility, and tolerance helps shape our instructional program.

Students acquire historical knowledge and build skills in research, argumentative reasoning, and critical literacy. They develop an appreciation for multiple perspectives by analyzing historic events and examining complex issues. Students also develop the capacity to see the impact of past events on our future global community. Eyewitness accounts and primary sources teach students about the life experiences of individuals in the context of social, political and economic history.

Students build critical literacy skills by examining events through varied databases and media sources. They learn to recognize point of view and examine information for bias. They discover the meaning of civic responsibility by examining our values and traditions as a nation. Through examination of domestic and foreign policies, students learn about democracy and develop a strong understanding of governmental roles and structures in relation to current issues.

In grade six, students study the ancient world, gaining insight into how a civilization emerges by examining geography. They analyze and interpret various texts and draw comparisons between civilizations. Students surmise that we are more alike than different as they identify achievements of those before us that influence our world today. Studies continue in grade seven by charting the development of the American nation. Eighth grade provides a focus on post-industrial civilization and the development of a modern United States in a global context. We find that learning about civic participation through the lens of the Holocaust is a life-changing experience. Students grow to understand that vital

knowledge of history will improve not only our nation but our collective global community. Our adolescents develop compassion for our global human condition, celebrate the nuances of other cultures, and explore themes of race, cultural background, ethnicity, language, religion, and gender through school-wide experiences such as our living Tolerance Museum.

Classroom experiences and our extracurricular programs and field experiences to the United Nations and Washington, D.C. encourage students to continuously examine and reflect upon history as well as on current world affairs. Our Multicultural Club, Model United Nations Team, Mock Trial Team, and “Triple A” (Action, Awareness, Acceptance) club, all engage with the school and community through the powerful lens of social studies.

## **5. Instructional Methods:**

Our work is guided by the principles of differentiation of instruction, involving ongoing assessment, clear learning goals, respectful tasks, and an appropriate degree of challenge. Teachers differentiate content, process, and product with student interest and readiness in mind. Pre- and post-testing demonstrates which areas of the curriculum may be compacted for advanced learners, and where further instruction is warranted for others. Assignments and projects are tiered so that all learners are appropriately challenged. For example, students choose their own independent reading while literature circles enjoy texts at appropriate guided reading levels. All teachers provide enrichment opportunities to ensure high levels of learning, and gifted and independent study programs extend academic challenges. The use of multisensory approaches helps students to commit new ideas to memory and apply learning in novel ways. For example, students partake in a “Preposition Walk” around the building to physically experience prepositions as they relate to the study of grammar, and Total Physical Response (TPR) strategies promote success in our World Language classes by marrying language learning with non-linguistic representations that aid memory and recall.

Instruction is carefully tailored to meet individual needs without compromising the high quality of text complexity, vocabulary, and overall skills driven by the core curriculum. Co-teaching in many areas, including physical education, ensures a special collaboration between special educators and content area teachers as they work together to provide for the needs of all children in the classroom. Based on individual student need, teachers may break down assignments into small units, refocus and redirect as necessary, offer additional time to complete tasks, and provide the proper testing accommodations as outlined in each student’s IEP. For example, students may have test passages read or their answers recorded, or be given extended time. Our Instructional Support classes allow special education teachers to implement differentiated strategies while building student confidence in a small-group setting. Students learn the importance of study tools such as outlining, note-taking, making flashcards, and creating mnemonic devices, and they are encouraged to apply these strategies to all subject areas.

Technology supports and assists in differentiation. Interactive whiteboards and document cameras provide students with a visual representation of concepts to enhance auditory instruction. Student response devices are used for formative assessment. Students have access to online textbooks and varied instructional computer programs. Technology piques students’ interest and encourages them to strive to achieve high levels of academic success.

## **6. Professional Development:**

Our professional work transcends the state’s academic standards and reflects our dedication to innovation, reflection, and growth. We expect excellence in instructional design, and we ensure ongoing professional development that encourages creative, constructivist practices. Faculty and team meetings are devoted to learning, teachers are encouraged to share experiences gleaned from conferences, and school leaders share expertise in curriculum, assessment, and instruction. Superintendent’s Conference Days offer turnkey experiences, our teacher center provides seminars and courses, and teachers often participate in

webinars. With the standards in mind, we annually analyze classroom and assessment data and set goals for faculty experiences that support student learning.

Professional development sessions facilitate teachers' thinking deeply about lesson and unit design and examining essential understandings embedded in high-quality units. We explore motivational anticipatory sets, develop closure activities that reinforce learning and provide for assessment, use backward design planning to enhance unit development, learn how to implement strategies for differentiation, enhance co-teaching partnerships, brainstorm how to incorporate meta-cognitive processing activities, and prepare, evaluate, and update annual curriculum maps. Sessions have been dedicated to such topics as formative and summative assessment, feedback, quality homework, content area literacy, and academic vocabulary. We have explored brain research, autism spectrum disorder, and approaches to gifted learners. We have even engaged teachers in learning about nanotechnology in order to provide an innovative, interdisciplinary lens through which students can learn about scientific innovations and explore possible careers in this growing field.

Our professional development program also supports technology implementation. Highly skilled members of the faculty serve as "coaches," sharing 21<sup>st</sup> century tools with their colleagues. We have ensured the effective use of interactive whiteboards through training aligned with research into interactivity and learning. Coaches have also provided teachers with an introduction to educational social networking and its ability to extend classroom learning beyond school walls.

While the Common Core Standards serve as a mere complement to our already rigorous program, their publication has been a springboard for discussion of our current and future professional development experiences. For example, ELA teachers have analyzed the rigor and breadth of literary and informational texts. Additionally, content area teachers have spent time unpacking the standards and mapping curriculum. The success of our professional development programs is measured by the success of our students. Our assessment data and the analysis of authentic student work continue to tell us that we are doing what works.

## **7. School Leadership:**

The principal, two assistant principals, and an administrative assistant share instructional leadership by framing provocative questions and ideas for and with teachers, and by providing feedback about instructional performance that has an immediate impact on student learning. We articulate a collective vision that encourages collaboration, creativity, constructivist learning, and fun.

The principal promotes a culture of instructional excellence through faculty meetings, team meetings, articles of the week, and a homegrown publication emphasizing instructional imperatives. She evaluates the nuances of our rapidly changing educational world, communicating priorities in pedagogy and adolescent development to faculty, students, and families. For example, the principal has shared key research into the connection between middle-level education and college and career readiness. She closely monitors developments in standards, assessments, and curriculum, and she has used her trusted public role to take the lead in teaching students and parents about digital citizenship and protecting our children's online lives.

The administrators share departmental leadership and responsibility for other facets of school management. One assistant principal coordinates all services for special needs students and facilitates our support team. The other assistant principal develops and maintains the schedules and calendars that are the structural foundation of our successful programs. The administrative assistant provides curriculum leadership while charting our course toward the Common Core. Our strength lies in our ability to share our diverse ideas and talents and to collaboratively and consistently plan for what is in the best interest of our students.

Our philosophy is to cultivate reflective practice to maximize student success. We meet regularly to identify strengths and areas for professional growth, and we use our own growing expertise as an impetus for our faculty professional development experiences. We support and encourage conference attendance, and have recently facilitated workshops for our faculty in backward design planning, differentiation, formative assessment, quality homework, content area literacy, and the Common Core. We work closely with teacher liaisons who facilitate our instructional teams, and with teacher coaches who provide ongoing mentoring in the effective use of instructional technology. The administrative team also assists teachers as they use assessments to make effective child-centered instructional decisions.

Together we ensure that every aspect of our school exists to enhance student achievement. Our presence and participation in the total school program, combined with our philosophy of reflection and continual growth and improvement, have served to make our school an outstanding place to learn and work.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Mathematics

Edition/Publication Year: 2006-2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency + Exceeds	95	92	98	95	96
Exceeds Proficiency	56	64	49	38	43
Number of students tested	229	254	261	277	274
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency + Exceeds		67			
Exceeds Proficiency		25			
Number of students tested	3	12	3	7	
<b>2. African American Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	2	2	2	2	2
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	5	7	6	1	3
<b>4. Special Education Students</b>					
Meets Proficiency + Exceeds	72	60	87	84	83
Exceeds Proficiency	21	23	7	14	6
Number of students tested	29	35	30	44	35
<b>5. English Language Learner Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	2	5	2	5	3
<b>6. Asian</b>					
Meets Proficiency + Exceeds	100	96	100	96	100
Exceeds Proficiency	65	82	67	60	75
Number of students tested	57	54	57	55	48
<p><b>NOTES:</b> In 2010, the New York State Education Department provided the following information: "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</p>					

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.' Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html)." Source: [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html) In 2011, The New York State Education Department articulated the following: "Last year, the state raised the proficiency standard scores to better reflect the level of achievement needed to indicate that a student is on track to achieve college-ready scores on future state exams (80 or above on a Math Regents and a 75 or above on the ELA Regents exam). The Department also made changes to this year's exams to make them more comprehensive and better measures of students' skills. Regents Chancellor Merryl H. Tisch said, "These results underscore the urgent need for New York to continue to aggressively move forward with the implementation of the Regents' reform agenda. Through aggressive implementation at the district and school level of higher standards, better and more accurate assessments, a more content rich curriculum and a teacher evaluation system aimed at supporting teaching excellence, we can make tremendous strides towards ensuring all of our children succeed." Education Commissioner John B. King, Jr. said, "Student outcomes have been stubbornly flat over time. The Regents reform agenda is designed to change that, by driving long-term gains in student performance. Source: <http://www.oms.nysed.gov/press/3-8MathELATestScores.2011.html>

12NY7

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: English Language Arts

Edition/Publication Year: 2006-2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets Proficiency + Exceeds	87	87	98	92	94
Exceeds Proficiency	12	24	31	16	36
Number of students tested	227	253	261	275	272
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency + Exceeds		58			
Exceeds Proficiency		8			
Number of students tested	3	12	3	4	
<b>2. African American Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	2	2	2	2	2
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	5	7	6	1	3
<b>4. Special Education Students</b>					
Meets Proficiency + Exceeds	35	51	90	65	66
Exceeds Proficiency	0	0	3	0	3
Number of students tested	29	35	30	43	35
<b>5. English Language Learner Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested		4	2	2	1
<b>6. Asian</b>					
Meets Proficiency + Exceeds	87	93	95	98	96
Exceeds Proficiency	11	36	54	33	52
Number of students tested	55	53	57	52	46
<p><b>NOTES:</b> In 2010, the New York State Education Department provided the following information: "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</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Mathematics

Edition/Publication Year: 2006-2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency + Exceeds	99	97	99	98	98
Exceeds Proficiency	83	67	65	75	47
Number of students tested	255	261	288	279	232
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency + Exceeds	100				
Exceeds Proficiency	64				
Number of students tested	11	4	4	6	
<b>2. African American Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	1	2	2	2	2
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	9	6	1	5	6
<b>4. Special Education Students</b>					
Meets Proficiency + Exceeds	93	74	94	87	89
Exceeds Proficiency	50	9	30	22	19
Number of students tested	28	23	47	37	37
<b>5. English Language Learner Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	4	3	5	7	4
<b>6. Asian</b>					
Meets Proficiency + Exceeds	100	100	100	100	100
Exceeds Proficiency	96	88	83	94	65
Number of students tested	54	59	59	53	49
<p><b>NOTES:</b> In 2010, the New York State Education Department provided the following information: "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</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: English Language Arts

Edition/Publication Year: 2006-2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets Proficiency + Exceeds	87	82	97	98	86
Exceeds Proficiency	11	26	15	10	13
Number of students tested	252	258	286	276	228
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency + Exceeds	55				
Exceeds Proficiency	0				
Number of students tested	11	4	4	6	
<b>2. African American Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	1	2	2	2	2
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	9	6	1	3	6
<b>4. Special Education Students</b>					
Meets Proficiency + Exceeds	36	46	87	89	60
Exceeds Proficiency	4	5	0	3	0
Number of students tested	28	22	47	36	37
<b>5. English Language Learner Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	3	1	3	3	2
<b>6. Asian</b>					
Meets Proficiency + Exceeds	94	86	98	98	85
Exceeds Proficiency	17	37	19	20	24
Number of students tested	53	57	57	50	46
<p><b>NOTES:</b> In 2010, the New York State Education Department provided the following information: "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</p>					

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12NY7

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Mathematics

Edition/Publication Year: 2006-2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets Proficiency + Exceeds	95	85	99	96	93
Exceeds Proficiency	49	38	60	42	27
Number of students tested	266	292	280	238	257
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	5	5	5	3	
<b>2. African American Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	2	1	1	3	3
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	8	1	6	7	6
<b>4. Special Education Students</b>					
Meets Proficiency + Exceeds	65	40	94	77	58
Exceeds Proficiency	0	0	10	9	3
Number of students tested	23	38	31	35	33
<b>5. English Language Learner Students</b>					
Meets Proficiency + Exceeds				100	
Exceeds Proficiency				70	
Number of students tested	4	2	5	10	6
<b>6. Asian</b>					
Meets Proficiency + Exceeds	100	98	100	98	97
Exceeds Proficiency	75	60	87	60	50
Number of students tested	63	62	54	57	60
<p><b>NOTES:</b> In 2010, the New York State Education Department provided the following information: "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</p>					

even higher to achieve these new targets.' Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html)." Source: [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html) In 2011, The New York State Education Department articulated the following: "Last year, the state raised the proficiency standard scores to better reflect the level of achievement needed to indicate that a student is on track to achieve college-ready scores on future state exams (80 or above on a Math Regents and a 75 or above on the ELA Regents exam). The Department also made changes to this year's exams to make them more comprehensive and better measures of students' skills. Regents Chancellor Merryl H. Tisch said, "These results underscore the urgent need for New York to continue to aggressively move forward with the implementation of the Regents' reform agenda. Through aggressive implementation at the district and school level of higher standards, better and more accurate assessments, a more content rich curriculum and a teacher evaluation system aimed at supporting teaching excellence, we can make tremendous strides towards ensuring all of our children succeed." Education Commissioner John B. King, Jr. said, "Student outcomes have been stubbornly flat over time. The Regents reform agenda is designed to change that, by driving long-term gains in student performance. Source: <http://www.oms.nysed.gov/press/3-8MathELATestScores.2011.html>

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: English Language Arts

Edition/Publication Year: 2006-2011 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Meets Proficiency + Exceeds	82	81	96	88	89
Exceeds Proficiency	4	16	14	17	17
Number of students tested	264	290	280	234	255
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	5	5	5	3	
<b>2. African American Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	2	1	1	3	3
<b>3. Hispanic or Latino Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	8	1	6	7	6
<b>4. Special Education Students</b>					
Meets Proficiency + Exceeds	22	41	77	57	64
Exceeds Proficiency	0	0	0	0	0
Number of students tested	23	37	31	35	33
<b>5. English Language Learner Students</b>					
Meets Proficiency + Exceeds					
Exceeds Proficiency					
Number of students tested	2	2	5	6	3
<b>6. Asian</b>					
Meets Proficiency + Exceeds	89	87	96	87	86
Exceeds Proficiency	13	27	22	25	22
Number of students tested	61	62	54	53	59
<p><b>NOTES:</b> In 2010, the New York State Education Department provided the following information: "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</p>					

even higher to achieve these new targets.' Additional information can be found in the news release materials at: [http://www.oms.nysed.gov/press/Grade3-8\\_Results07282010.html](http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html)." Source: [http://www.oms.nysed.gov/press/Regents\\_Approve\\_Scoring\\_Changes.html](http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html) In 2011, The New York State Education Department articulated the following: "Last year, the state raised the proficiency standard scores to better reflect the level of achievement needed to indicate that a student is on track to achieve college-ready scores on future state exams (80 or above on a Math Regents and a 75 or above on the ELA Regents exam). The Department also made changes to this year's exams to make them more comprehensive and better measures of students' skills. Regents Chancellor Merryl H. Tisch said, "These results underscore the urgent need for New York to continue to aggressively move forward with the implementation of the Regents' reform agenda. Through aggressive implementation at the district and school level of higher standards, better and more accurate assessments, a more content rich curriculum and a teacher evaluation system aimed at supporting teaching excellence, we can make tremendous strides towards ensuring all of our children succeed." Education Commissioner John B. King, Jr. said, "Student outcomes have been stubbornly flat over time. The Regents reform agenda is designed to change that, by driving long-term gains in student performance. Source: <http://www.oms.nysed.gov/press/3-8MathELATestScores.2011.html>

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Meets Proficient + Exceeds	96	91	98	96	95
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	62	55	58	52	38
Number of students tested	750	807	829	794	763
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficient + Exceeds	100	76	91	74	0
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	58	42	16	31	0
Number of students tested	19	21	12	16	0
<b>2. African American Students</b>					
Meets Proficient + Exceeds					
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards					
Number of students tested	5	5	5	7	7
<b>3. Hispanic or Latino Students</b>					
Meets Proficient + Exceeds	91	78	100	92	100
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	45	50	23	22	26
Number of students tested	22	14	13	13	15
<b>4. Special Education Students</b>					
Meets Proficient + Exceeds	77	55	92	82	77
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	25	10	17	15	9
Number of students tested	80	96	108	116	105
<b>5. English Language Learner Students</b>					
Meets Proficient + Exceeds	100	80	91	81	100
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	60	50	58	63	53
Number of students tested	10	10	12	22	13
<b>6.</b>					
Meets Proficient + Exceeds	100	98	100	97	98
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	78	76	78	70	62
Number of students tested	174	175	170	165	157
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Meets Proficient + Exceeds	85	83	96	92	89
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	8	21	19	14	22
Number of students tested	743	801	827	785	755
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets Proficient + Exceeds	68	71	83	84	0
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	5	9	8	7	0
Number of students tested	19	21	12	13	0
<b>2. African American Students</b>					
Meets Proficient + Exceeds					
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards					
Number of students tested	5	5	5	7	7
<b>3. Hispanic or Latino Students</b>					
Meets Proficient + Exceeds	72	64	84	100	80
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	0	14	15	0	6
Number of students tested	22	14	13	11	15
<b>4. Special Education Students</b>					
Meets Proficient + Exceeds	31	45	84	70	63
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	1	1	0	0	1
Number of students tested	80	94	108	114	105
<b>5. English Language Learner Students</b>					
Meets Proficient + Exceeds			49	63	
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards			10	0	
Number of students tested	5	7	10	11	6
<b>6.</b>					
Meets Proficient + Exceeds	89	88	96	94	88
2007-2009 Exceeding Learning Standards/2010 and 2011 Exceeds Proficiency Standards	13	33	31	26	31
Number of students tested	169	172	168	155	151
<b>NOTES:</b>					