

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: [] Elementary [**X**] Middle [] High [] K-12 [] Charter

Name of Principal Ms. Gail Kipper
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Farragut Middle School
(As it should appear in the official records)

School Mailing Address 27 Farragut Avenue
(If address is P.O. Box, also include street address.)

Hastings-on-Hudson New York 10706-2306
City State Zip Code+4 (9 digits total)
Westchester State School Code Number *660404030002

Telephone (914) 478-6230 Fax (914) 478-6314

Web site/URL www.hastings.k12.ny.us E-mail Kipperg@hastings.k12.ny.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Robert Shaps
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hastings-on-Hudson Union Free School District Tel. (914) 478-6200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Mary Wirth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| <u>1</u> | Elementary schools |
| <u>1</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>1</u> | High schools |
| <u>0</u> | Other |
| <u>3</u> | TOTAL |
2. District Per Pupil Expenditure: \$18,627
- Average State Per Pupil Expenditure: \$15,035

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural
4. 8 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	N/A	N/A	N/A	7	63	63	126
K	N/A	N/A	N/A	8	83	60	143
1	N/A	N/A	N/A	9	N/A	N/A	N/A
2	N/A	N/A	N/A	10	N/A	N/A	N/A
3	N/A	N/A	N/A	11	N/A	N/A	N/A
4	N/A	N/A	N/A	12	N/A	N/A	N/A
5	60	64	124	Other	N/A	N/A	N/A
6	64	61	125				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							518

6. Racial/ethnic composition of the school: 81 % White
3 % Black or African American
9 % Hispanic or Latino
7 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

[This rate should be 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 until the end of the year	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	11
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	518
(5)	Total transferred students in row (3) divided by total students in row (4)	.033
(6)	Amount in row (5) multiplied by 100	3%

8. Limited English Proficient students in the school: 2 %
9 Total Number Limited English Proficient
Number of languages represented: 3
Specify languages: Spanish, Malayalam, Twi

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 13

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
70 Total Number of Students Served

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>36</u>	<u>14</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>48</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	95%	96%	96%
Daily teacher attendance	98%	98%	98%	99%	98%
Teacher turnover rate	8%	4%	6%	5%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Farragut Middle School overlooks the Hudson River just fifteen miles north of New York City. The school forms the heart and soul of the small but diverse community of Hastings-on-Hudson. Our school's excellent reputation attracts new families from nearby New York City. Not coincidentally, our community has such deep roots that many of our students learn in the same classrooms as their parents and grandparents; and several alumni have returned as teachers, eager to remain a part of the community that nurtured them.

Farragut Middle School merges philosophy with practice. Our district's mission statement articulates that philosophy and establishes an ideal: "all students can learn; we can teach them to be productive responsible citizens in a democratic society; we model a safe caring community; and we instill a lifelong love of learning and the ability to live cooperatively in society." Our practice, guided by this philosophy, allows our students to grow and excel.

We understand that middle school students have emotional and intellectual needs that vary from year to year, day to day, and even hour to hour. We discuss those needs in weekly team meetings where we share information gleaned from frequent contacts with students, parents, teachers, counselors, and administrators. We brainstorm strategies to nurture each student. This team structure ensures that caring adult eyes are able to spot the tears, ecstatic giggles, or worried brows that signal significant events. Our students master algebra and world languages, create art and music, respond to literature, value history, cultivate team spirit, and think like scientists because our classrooms are safe, supportive places where students inquire, take risks, set goals and assess their own work.

Our programs address the intellectual, emotional, and cultural needs of our students. Our vibrant arts program feeds the soul. Artwork in every media enlivens learning with a kaleidoscope of constantly changing images. So many students play and sing that we have a band, orchestra, jazz band, and chorus for each grade. Many students participate in more than one ensemble. Our enrichment program offers a variety of electives, such as currents in news, world geography, medieval history, opera, debate, and beginning Italian. Already exposed to world language from kindergarten, our fifth graders study French and Spanish. Next year, students will have the opportunity to study two languages in sixth grade. Underlying all of our intellectual activity is our school wide commitment to social emotional learning. Each grade level has a program tailored to the developmental needs of the students. Part of this curriculum integrates aspects of Mel Levine's Schools Attuned program and the precepts of Habits of Mind. Equally important is our sports program. Every student is invited to participate through intramurals or modified sports. This program has been expanded to before school hours to accommodate everyone's participation.

Our outstanding test scores have come, not by "teaching to the test," but by challenging our students with rich curricula and thoughtful, learner-centered lessons that recognize and support a myriad of learning styles and academic abilities.

Administrators and faculty view parents as partners. Parents participate in the academic and extra-curricular life of the school. They take an active interest in their children's independent reading through informal book clubs and home reading time. They become involved in grade level interdisciplinary celebrations, such as the sixth grade Grecian Festival, and work on shared-decision-making committees.

Our school hums with the growth our children experience during their middle school years and with the nurturing attention of our administrators, faculty, and staff. This atmosphere instills camaraderie among adults and children, and it creates a place for all to learn and grow together.

PART IV- INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

New York State public school students in grades three through eight are tested annually in English-Language Arts (ELA) and mathematics. The ELA assessments measure students' abilities to read and listen for comprehension, to compare themes in different literary pieces, to write formal essays, and to edit passages to demonstrate an understanding of Standard English. Students respond to multiple choice questions, complete graphic organizers, and write short and extended responses. These tasks increase in complexity and difficulty each year.

The ELA assessments classify students into one of four levels of performance. Level 1 or 2 on the ELA test indicates minimal to partial understanding of intermediate-level texts and writing that is brief, sometimes repetitive, and showing only a basic vocabulary. At level 2, students write more extended answers that make only basic connections and give cursory support to their arguments. Spelling, grammar, and punctuation are basic and can interfere with the clarity of the writing. Any student scoring at level 1 or 2 immediately receives academic intervention services (AIS). Students scoring at level 3 meet learning standards in reading, listening and writing, while students scoring at level 4 perform with distinction by exceeding state standards.

Although no two groups of students perform identically from year to year, an unusually high percentage of our students consistently demonstrate that they meet and exceed national and state-referenced norms for reading and writing. In all of the last five years students' scores were measurably ahead of regional averages; moreover, in four of the last five years our students placed our district as the best performing or one of the top five performing districts in the State. An important measure of success is that, as the exams increase in difficulty, cohort data indicate similar levels of achievement were maintained as students progressed. On the 8th grade ELA assessment, a test that measures students' readiness for high school, 87% of the 670 students who have taken the test over the past 5 years scored at level 3 or 4, and 38% of them exceeded standards.

The math assessments measure students' abilities with word-problems and computation skills as well as their understanding of geometry, algebra, probability, and statistics. Students must show all computations, read and create tables and graphs, and explain their thinking in paragraph form. Performance results in math are also divided into four levels: a level 1 or 2 indicates that students minimally or partially met the learning standards for number sense and for applying mathematical concepts. Like the ELA assessment, these students are given academic intervention services (AIS). Achieving a level 3 indicates that students met all the learning standards, and a level 4, that students exceeded these standards.

From 1998 (where only 73% of our students met or exceeded the then current state standards) to 2004 (where 85% met them), our students have improved in math as well. For the 8th grade test, of the 673 students who have taken the exam over the past five years, 87% scored at level 3 or 4 with 28% exceeding standards.

Our numbers of English language learners and minority students are growing, but these cohorts remain small. One measurable subgroup is students with special needs. The percentage of these students meeting or exceeding ELA state standards has risen from a low of 7% in 2002 to a high of 42% in 2005 but continues to vary in math without a discernible pattern of steady improvement. Although vacillations might result from the few students involved, no more than 15 in any given year, the progress made has stemmed from strategies developed by teachers to vary instruction to accommodate the different learning needs of all students in the classroom. Equally important has been the creation of collaborative classes in all content areas. In these classes a special education teacher team teaches with a content area specialist and both attend to the needs of each child.

Further information on New York State assessments can be found at <http://www.emsc.nysed.gov/> and <http://www.hastings.k12.ny.us>.

2. Using Assessment Results

State assessments are an external measure of achievement. They provide a shared goal that should develop a need for collaboration and on-going improvement. Although in Farragut Middle School teachers do not consider them the only measure of learning, they use results to inform instruction and cultivate reflective teaching. They use test results to note areas of particular strengths and weaknesses in their own instruction and to identify them in the development of individual students. Where clear patterns emerge, they adjust the emphasis in the curriculum for the following year. If scores are lower in critical thinking in mathematics, for example, teachers review the program to increase direct instruction and guided practice in this skill. Reading selections in language arts have been modified and expanded in response to identified needs in students. In addition, individual student results are used to design academic intervention support as well as enrichment opportunities. School administrators and department chairs also use assessment results to gauge the overall strength of the program and to recommend modifications. In department meetings where teachers in grades 6-12 review test results, studying trends in Middle School performance allows high school teachers to anticipate the needs of future students and to adjust programs accordingly.

We also celebrate the test results in the Superintendent's publications to the community, in presentations to the Board of Education, and in seeking continued support from the community for all our academic programs.

3. Communicating Assessment Results

The Farragut Middle School staff communicates information on student performance and assessment results to parents and students in a variety of ways: through parent conferences; report cards; mid-quarter progress reports; and detailed letters to parents that explain their child's state assessment performance on each skill measured. Parents are advised about academic intervention services through letters and contact with guidance counselors. Our teachers review individual student performances on state assessments at grade level team meetings and in department meetings that include teachers in grades 6-12.

The New York State Report Card is reviewed annually at a Board of Education meeting which is also broadcasted on a local cable station, WHOH. These results and all school activities are publicized in a quarterly newsletter, *Your Schools*, which is distributed to our entire community. A third medium that is used to communicate information is our website <http://www.hastings.k12.ny.us>.

4. Sharing Success

We share our successes with colleagues in other schools through our membership in the International Teaching and Learning Consortium and the Tri-State Consortium, a group of high performing public school districts in New York, New Jersey, and Connecticut. Our teachers and administrators visit fellow Tri-State members' schools as critical friends where they review an area of the K-12 instructional program. The visiting committee responds to a series of questions formulated by the host school and evaluates the extent to which the program succeeds in its goals. The visiting team develops a detailed report identifying the schools strengths and weakness. The major strength of this review is that all claims of success must be verified through measurable and observable data: the visiting committee reviews everything from standardized tests to essays and projects that students complete in every grade. Teachers, administrators, students, and community members are interviewed so that a thorough understanding of the school system can be developed. In the 2005–2006 school year, a group of consortium members visited our school to review and make recommendations to the special education program working with the language arts program. Teachers and administrators shared everything from sound ideas for student

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projects to troubleshooting solutions to apparently intractable problems with disaffected students.

A number of faculty members have made presentations at professional conferences. These seminars focused on topics including Mel Levine's *Schools Attuned Program*, literature circles at the New York State English Council annual conference, and contemporary American young adult literature at the Clifden Community Arts Week in Clifden, County Galway, Ireland. In addition, our faculty members share their best practices through courses they lead at the Edith Winthrop Teacher Center, the College of New Rochelle and Herbert H. Lehman College.

In addition, both administrators in Farragut Middle School maintain memberships in professional groups. Communication among participants is primarily electronic. Through these emails, ideas and successes are shared and questions are asked and answered. Lastly, our school's broadcast email serves as an efficient tool in transmitting timely and pertinent information to the Hastings' community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The Farragut Middle School curriculum is aligned with the New York State learning standards and provides a program that emanates from a community whose beliefs value the intellectual as well as the social and emotional growth of each student.

The language arts program uses writing to think and learn. Students write analytically and creatively and also use writing to brainstorm and explore ideas. Each grade has a core of required writing activities assuring an extensive variety of writing. Reading is a daily activity and reflects the belief that a shared literacy is as important as selecting titles on one's own. Interdisciplinary projects, organized with other subject teachers, occur each year. Activities and enrichment classes complement the program: the school newspaper and yearbook; classes in creative writing; developing a literature and art magazine; and studying movies and music.

Students build their understanding of mathematics through a mix of practice and exploration. They work through increasingly complex ideas of mathematical reasoning as they learn to represent their ideas visually, numerically, and graphically. In grades 5-8, essential ideas and relationships in algebra and geometry are introduced and reinforced. The practice of mathematics in the classroom is a combination of worksheet, experiment, and discovery, and uses the National Council of Teachers of Mathematics focal points to establish the pacing of instruction.

The social studies program covers ancient world history and the history of New York and the United States. Students learn fundamentals of historical research and understand the world around them by comparing historic events to current events. Working with our library program that focuses on the skills, knowledge, and strategies students need to become independent learners, students formulate essential questions and then research answers to their questions, leading them to formulate informed opinions. They write research papers using primary and secondary sources; create annotated timelines; use journal entries and mapping exercises; participate in debates, interviews, and simulations; and develop presentations.

The science program incorporates chemistry, Earth science, physics and living environment to introduce students to science and its methods. By the end of 8th grade, students have learned to think critically about science through a perspective that develops from hands-on laboratory work, long term projects, scientific writing exercises, 2D and 3D modeling exercises, and presentations that require students to demonstrate what they learn.

The world language program requires 5th grade students to take ten weeks of French and ten of Spanish, after which they choose one language to study for a second semester and beyond. Fifth graders have 20 minutes of world language study each day. After 5th grade, students receive 40 minutes each day of world language study. They learn through speaking, listening, reading, and writing in the world language; they also learn through music, skits, presentations, and student-centered activities that include learning about the cultures of the different countries where the language is spoken.

The arts program uses the elements of art and principles of design to shape personal expression through deliberate and skillful use of materials and concepts. Students learn to draw, paint, sketch, and sculpt with clay and ceramics. They also study the works of influential artists, such as Matisse and Kandinsky.

The health and physical education program emphasizes individual growth and development. Each year the students' fitness levels are evaluated through a series of different fitness tests. Individual and team sport's skills are practiced and applied in game situations. Multicultural games (such as Takow an

Indonesian game) are introduced and played. Lifetime sports are played at the upper grade levels and movement exercises are played on the lower levels. Dance is continued and new dance forms are performed.

Technology literacy infuses all curriculum areas preparing our students to be life long learners.

2b. Curriculum for Secondary Schools English

Throughout grades 5-8, students are immersed in reading, writing, listening, and speaking. The pedagogy of student-centered learning demands that students write informally and formally-as well as creatively and analytically -about the literature they study. Each grade gains experience reading and writing in many genres. Fifth graders, for example, read historical fiction, memoirs, autobiographies, realistic fiction, and study and perform Shakespearean plays. Instruction becomes departmentalized in 6th grade. To adjust to the transition from the elementary classroom, students are given 80 minutes every day to immerse themselves in reading and writing throughout their 6th grade experience. Also students still struggling with reading are given an additional 40 minute period where decoding strategies and skills of inference can be reinforced. Grades 6-8 have a core of assured writing activities and reading assignments that guarantee a shared literacy while allowing teachers the freedom to select additional kinds of reading and writing activities. Each grade also has a select group of topics in grammar and usage that it introduces and reinforces throughout the year. Writing skills are honed through an emphasis on drafting and revision, working on strategies to develop arguments logically and persuasively. Creative writing activities provide ways of understanding the different forms of literature as well as ways to respond to literature read in class.

Writing is also used to learn in other subjects. In science, for example, students are taught to accurately record and reflect upon the results of experiments. They write about scientific ideas and develop similes and metaphors to explain scientific principles.

The progression through grades 5-8 is one of increasing complexity whose goals are to prepare students for the challenges that face them in high school and, more importantly, to give them the voice and acumen to understand the increasingly complex world in which they live.

3. Additional Curriculum Area

The FMS Arts program exposes students to a range of artistic expression. Individual students are asked to be reflective and creative art makers, and to develop a trusting relationship with their peers for coaching, advice, and informal assessment. The program shapes personal expression through deliberate and skillful use of materials and concepts. The art program also develops the student's right and responsibility to look inward and to use personal characteristics and interests for their visual expression.

Our program is as varied as it is rich. Electives offer students the chance to explore arts ranging from acting to digital photography. Our music program offers chorus and instruction in a wide range of musical instruments. Our community values the arts, and many of its members are professional artists themselves. The school and community come together each year for our 8th grade Arts Extravaganza. During this day, local artists lead workshops in a broad range of activities. Last year's Extravaganza offered workshops in cooking, photography, hip-hop, ballroom dancing, folk dancing, animation, African drumming, acting, circus arts, drawing, video jazz productions, improvisation, creating mosaics, and musical theater.

In response to a recent assessment of the program, we are considering a theater program that would include more classes in the theater arts and a dance program that would be integral to it. Fundamental to our philosophy is the understanding that there are many forms of intelligence, from the linguistic and interpersonal on one end of the spectrum to the kinesthetic on the other end, and that our program must

provide an education that nurtures all the intelligences of our children.

4. Instructional Methods

The driving principles for our methodology are that all learning activities must be developmentally appropriate as well as sufficiently diversified to ensure the success of all students. FMS also adheres to the educational theory that students learn best when encouraged to construct their own meaning from educational activities. Given these critical guides, teachers are allotted broad autonomy to shape lessons. From language arts to mathematics, teachers use writing to have students explain what they have learned, and they use a broad range of practices (such as think, pair, share to jig sawing) to have children work collaboratively in their learning. Students are given choices in reading texts and in the kinds of projects they will create to be assessed on what they have learned. Additionally, there is a belief that learning is most meaningful when it is applied in a variety of contexts and translates to other subjects. Each grade has interdisciplinary projects. The 5th grade, “Math is Everywhere,” explores mathematical connections with science, language arts, art, and the world around us. The 6th grade project, “Invention Dimension,” researches the ancient world to discover and write about the origins of humankind’s first good ideas. The 7th grade studies science through physical education, health, and medical discoveries in their unit entitled, “Sports Medicine.” The 8th grade explores the connections between literature and history through the “Roaring Twenties.” Given the diversity of our students’ learning styles and abilities, the methodology is crafted and adjusted accordingly.

5. Professional Development

A seminal development that set our district in its current successful direction was the introduction of our faculty to the then new models of learning that brain research uncovered. In the mid 1990s, David Sousa taught our faculty how the new understanding of brain functions made obsolete so many of the traditional practices of teaching. His work led us to Howard Gardner whose emphasis on the multiple intelligences allowed our faculty to value different ways of learning and of expressing what has been learned. The thirst for varieties of learning activities led us to “Arts Genesis,” which demonstrated how music and dance can be used to advance students’ learning in science and language-based subjects. The work of Maurice Elias, with an emphasis on the social and emotional intelligence of students, furthered our understanding of a successful learning community. Mel Levine’s “Schools Attuned” program and Bena Kalick’s “Habits of Mind” provided further material on how to address the complex needs of different learning styles. These staff development initiatives have encouraged teachers to reflect on their practice and differentiate instruction.

Complementing these essential developments in the science of education, our professional development program offers a variety of selected topics targeting unique needs. Barry McNamara trained our faculty about the role of bullying in a K-12 community. Our regional services group, B.O.C.E.S., and our regional Teachers Center, offers a range of programs, from learning about certain kinds of teaching methods (such as Socratic dialogues) to programs leading to licensing in related fields. For the teacher newly hired, a senior teacher becomes a mentor to help navigate the intricacies of a unique school culture and to bring them up to date on the initiatives and expectations of the school. Most recently, consultants have been hired to direct assessments in science, music, art and world language so that our self reviews are comprehensive and avoid complacency.

The single objective in our program is to maintain a pattern of continuous improvement for all our teachers so that we continue to be reflective practitioners and active learners.

PART VII - ASSESSMENT RESULTS

The test data on this application derives from two sources: The Test of New York State Standards (TONYSS) and the New York State English Language Arts (ELA) and mathematics assessments. The reason for the change in assessments is that prior to the 2005-2006 school year, New York State school districts were at liberty to select which assessment they administered to grades three through eight. Hastings-on-Hudson selected the TONYSS because the format was consistent with the statewide 8th grade assessment. In addition, the data gleaned from the TONYSS proved a useful measurement of reading, writing and math skills. When the 2005-2006 school year began, all New York State districts were required to administer uniform assessments, the New York State Tests of English Language Arts and Mathematics.

The data below is organized by subjects:

- ELA tests - grades five through eight
- Math tests – grades five through eight

Subject English Language Arts

Grade 5

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	February	February	February
Name of Test	NYS English Language Arts Assessment	Test of New York State Standards (TONYSS) in English Language Arts	Test of New York State Standards (TONYSS) in English Language Arts	Test of New York State Standards (TONYSS) in English Language Arts
Publisher	CTB McGraw Hill	Riverside Publishing	Riverside Publishing	Riverside Publishing
Edition/Publication Year	Grade 5 - 2006	Level 5/6-2000	Level 5/6-2000	Level 5/6-2000
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	88%	79%	74%	84%
% "Exceeding" State Standards	34%	24%	25%	36%
Number of students tested	126	120	142	134
Percent of total students tested	100%	99%	100%	97%
Number of students alternatively assessed	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A
SUBGROUP SCORES				
1. <u>Students with Disabilities</u>				
% "Meeting" plus "Exceeding" State Standards	68%	30%	40%	35%
% "Exceeding" State Standards	0%	0%	4%	4%
Number of students tested	22	14	25	23

Subject English Language Arts

Grade 6

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	February	February	February
Name of Test	NYS English Language Arts Assessment	Test of New York State Standards (TONYSS) in English Language Arts	Test of New York State Standards (TONYSS) in English Language Arts	Test of New York State Standards (TONYSS) in English Language Arts
Publisher	CTB McGraw Hill	Riverside Publishing	Riverside Publishing	Riverside Publishing
Edition/Publication Year	Grade 6 - 2006	Level 6/7-2000	Level 6/7-2000	Level 6/7-2000
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	86%	77%	70%	80%
% "Exceeding" State Standards	43%	24%	17%	17%
Number of students tested	125	144	140	118
Percent of total students tested	100%	100%	97%	95%
Number of students alternatively assessed	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A
SUBGROUP SCORES				
1. <u>Students with Disabilities</u>				
% "Meeting" plus "Exceeding" State Standards	36%	56%	17%	40%
% "Exceeding" State Standards	9%	1%	0%	0%
Number of students tested	11	18	24	15

Subject English Language Arts

Grade 7

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	February	February	February
Name of Test	NYS English Language Arts Assessment	Test of New York State Standards (TONYSS) in English Language Arts	Test of New York State Standards (TONYSS) in English Language Arts	Test of New York State Standards (TONYSS) in English Language Arts
Publisher	CTB McGraw Hill	Riverside Publishing	Riverside Publishing	Riverside Publishing
Edition/Publication Year	Grade 7 - 2006	Level 7/8-2000	Level 7/8-2000	Level 7/8-2000
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	86%	83%	91%	90%
% "Exceeding" State Standards	36%	28%	39%	48%
Number of students tested	143	145	121	152
Percent of total students tested	99%	100%	95%	97%
Number of students alternatively assessed	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A
SUBGROUP SCORES				
1. <u>Students with Disabilities</u>				
% "Meeting" plus "Exceeding" State Standards	65%	45%	60%	45%
% "Exceeding" State Standards	12%	9%	7%	0%
Number of students tested	25	23	15	9

Subject English Language Arts Grade 8

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	January	January	January	March	March
Name of Test	NYS English Language Arts Grade 8 Assessment				
Publisher	CTB McGraw Hill				
Edition/Publication Year	2006	2005	2004	2003	2002
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	80%	88%	90%	87%	89%
% "Exceeding" State Standards	13%	42%	50%	33%	52%
Number of students tested	138	128	152	128	124
Percent of total students tested	98%	100%	99%	99%	99%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. <u>Students with Disabilities</u>					
% "Meeting" plus "Exceeding" State Standards	28%	33%	42%	22%	33%
% "Exceeding" State Standards	6%	7%	0%	0%	7%
Number of students tested	15	12	9	14	15

Subject Math Grade 5

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	February	February	February
Name of Test	NYS Math Assessment	Test of New York State Standards (TONYSS) in Mathematics	Test of New York State Standards (TONYSS) in Mathematics	Test of New York State Standards (TONYSS) in Mathematics
Publisher	CTB McGraw Hill	Riverside Publishing	Riverside Publishing	Riverside Publishing
Edition/Publication Year	Grade 5 - 2006	Level 5/6 - 2000	Level 5/6-2000	Level 5/6-2000
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	83%	69%	72%	68%
% "Exceeding" State Standards	32%	12%	17%	17%
Number of students tested	126	121	142	132
Percent of total students tested	100%	100%	100%	96%
Number of students alternatively assessed	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A
SUBGROUP SCORES				
1. <u>Students with Disabilities</u>				
% "Meeting" plus "Exceeding" State Standards	59%	22%	28%	26%
% "Exceeding" State Standards	14%	0%	0%	4%
Number of students tested	22	14	25	23

Subject Math Grade 6

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	February	February	February
Name of Test	NYS Math Assessment	Test of New York State Standards (TONYSS) in Mathematics	Test of New York State Standards (TONYSS) in Mathematics	Test of New York State Standards (TONYSS) in Mathematics
Publisher	CTB McGraw Hill	Riverside Publishing	Riverside Publishing	Riverside Publishing
Edition/Publication Year	Grade 6 - 2006	Level 6/7 - 2000	Level 6/7 - 2000	Level 6/7-2000
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	81%	84%	81%	86%
% "Exceeding" State Standards	20%	40%	35%	49%
Number of students tested	125	144	139	117
Percent of total students tested	100%	100%	97%	95%
Number of students alternatively assessed	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A
SUBGROUP SCORES				
1. <u>Students with Disabilities</u>				
% "Meeting" plus "Exceeding" State Standards	36%	46%	38%	27%
% "Exceeding" State Standards	0%	1%	0%	7%
Number of students tested	10	18	24	15

Subject Math Grade 7

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	February	February	February
Name of Test	NYS Math Assessment	Test of New York State Standards (TONYSS) in Mathematics	Test of New York State Standards (TONYSS) in Mathematics	Test of New York State Standards (TONYSS) in Mathematics
Publisher	CTB McGraw Hill	Riverside Publishing	Riverside Publishing	Riverside Publishing
Edition/Publication Year	Grade 7 -2006	Level 7/8 - 2000	Level 7/8 - 2000	Level 7/8 - 2000
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	85%	60%	71%	76%
% "Exceeding" State Standards	15%	6%	16%	13%
Number of students tested	144	144	121	152
Percent of total students tested	99%	99%	95%	97%
Number of students alternatively assessed	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A
SUBGROUP SCORES				
1. <u>Students with Disabilities</u>				
% "Meeting" plus "Exceeding" State Standards	65%	9%	7%	1%
% "Exceeding" State Standards	0%	0%	0%	0%
Number of students tested	26	23	15	9

Subject Math Grade 8

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	May	May	May	March
Name of Test	NYS Math Grade 8 Assessment				
Publisher	CTB McGraw Hill	CTB McGraw Hill	CTB McGraw Hill	CTB McGraw Hill	CTB McGraw Hill
Edition/Publication Year	2006	2005	2004	2003	2002
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	84%	87%	90%	90%	86%
% "Exceeding" State Standards	13%	34%	29%	23%	40%
Number of students tested	140	130	154	128	121
Percent of total students tested	99%	100%	98%	99%	100%
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. <u>Students with Disabilities</u>					
% "Meeting" plus "Exceeding" State Standards	17%	20%	50%	44%	43%
% "Exceeding" State Standards	0%	0%	8%	0%	7%
Number of students tested	15	15	11	9	14