

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name H.C. Crittenden Middle School
(As it should appear in the official records)

School Mailing Address 10 MacDonald Avenue
(If address is P.O. Box, also include street address)

Armonk NY 10504-1934
City State Zip Code+4 (9 digits total)

County Westchester State School Code Number* 66-12-01-06-0007

Telephone (914) 273-4250 Fax (914) 273-4618

Website/URL www.byramhills.org/schools/hcc/hccmain.htm E-mail hepowderly@byramhills.org

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. John Chambers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Byram Hills Central School District Tel. (914) 273-4198

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. Gail Reese
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, 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 _____

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$19,176
 Average State Per Pupil Expenditure: \$13,826

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. 13 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				7	121	95	216
K				8	117	100	217
1				9			
2				10			
3				11			
4				12			
5				Other			
6	116	106	222				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							655

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 94 | % White |
| 1 | % Black or African American |
| 1 | % Hispanic or Latino |
| 4 | % Asian/Pacific Islander |
| | % 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: 0 %

[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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	650
(5)	Total transferred students in row (3) divided by total students in row (4)	.0046
(6)	Amount in row (5) multiplied by 100	.46

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 2

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: $\frac{10}{66}$ % 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</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>9</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>30</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>6</u>
Support staff	<u>11</u>	<u>3</u>
Total number	<u>82</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	96 %	96 %	95 %	97 %
Daily teacher attendance	97 %	95 %	97 %	97 %	97 %
Teacher turnover rate	1 %	1 %	1 %	1 %	1 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

Part III—Summary

Mark Twain referred to a child's journey through the middle school years as "the white water on the river of life." The H. C. Crittenden Middle School is focused firmly on the nature and needs of the developing adolescent to assure that our students enjoy and benefit from the ride Twain describes. The guide for our journey is our mission statement: "In an environment of mutual respect, the Byram Hills School District and its community will provide its students with the means, the knowledge, and the opportunity to excel in order to become productive and responsible citizens of the 21st century." Our core value is "respect for one another."

New York State recognizes the importance of middle-level education in Regents policy statements and recently adopted implementation strategies. Applying rubrics developed by the New York State Middle-Level Education Liaisons, the H.C. Crittenden Middle School is representative of all New York State Education Department's Essential Elements of Standards-Focused Middle-Level Schools and Programs. H. C. Crittenden's philosophy embraces the goals of intellectual development and high academic achievement for all students while attending to the personal and social development of each student. H. C. Crittenden's educational program is comprehensive, purposeful, integrated and standards-based and is described for parents at <http://byramhills.rubiconatlas.org/login/options.asp?UserID=0> and available to teachers electronically for continual improvement and revision. The heart of the H. C. Crittenden Middle School is the interdisciplinary team organizational structure operating in a flexible block schedule with common planning time to support our students' academic excellence and personal growth and development. The interdisciplinary teams meet daily to craft classroom instruction reflecting best practices for young adolescents supported by current research. The faculty is of the highest caliber working in a culture of collaboration and excellence. At H. C. Crittenden Middle School everyone teaches, learns and leads. The skills necessary to foster excellence and collaboration are enhanced by ongoing, purposefully planned professional training and staff development.

New York State always had a strong system at the middle-level and H.C. Crittenden Middle School always has utilized standardized data analysis to improve curriculum and instructional practices. The No Child Left Behind legislation has enhanced our data analysis process and our focus on disaggregated groups of students to assure every student excels academically. The assessment review is accomplished by all disciplines including contributions of fine and physical arts to academic success. H. C. Crittenden Middle School celebrates the excellent results achieved in language arts and mathematics; the achievement of our performing music ensembles; the art work displayed throughout the building; 100% achievement on the proficiency assessments of students enrolled in French, Spanish and Italian; and extraordinary high level performance in eighth grade New York State Social Studies assessment with a 97% passing rate in 2005 and on the eighth grade New York State Science Assessments with a 99% passing rate in 2005. Students identified for special education and academic intervention service are fully included in all academic programs with high expectations and high support for all. Services are provided through a variety of interventions including individualized and small group instruction, enrollment in an Integrated Language Program, and personalized extra help provided by interdisciplinary teams. Personal support complements academic support during a developmental guidance program that includes a group guidance course featuring study and thinking skills, lessons on anxiety and stress reduction, and counseling sessions for student behavioral and social concerns. Guidance counselors and special educators meet regularly with interdisciplinary teams to track achievement of students.

The H. C. Crittenden Middle School focuses firmly on the nature and needs of the developing adolescent. We provide our students with a strong academic program, and exploratory and service opportunities in a caring environment. Our high quality middle school program results from a creative balance between equity and excellence and teaching the mind and touching the heart. H. C. Crittenden Middle School's programs are challenging, integrative, and exploratory; our assessment review process promotes learning; our interdisciplinary team structure fosters the academic, emotional and social well-being of our students; and our parent community is supportive and actively involved in our students' programs. To address the intellectual and personal needs of young adolescents is a daunting and challenging task. The H. C. Crittenden Middle School has met the challenge and succeeds.

Indicators of Academic Success

Part IV, #1 – Assessment Results

The English Language Arts (ELA) state examination is administered to grade 8 students each year to assess student proficiency regarding the New York State Learning Standards. The ELA examination results are recorded based upon percentages of students who score at a Level 4, 3, 2 or 1. Level 4 indicates that a student has exceeded the state standards, Level 3 indicates that the student has met the state standards, and Levels 2 and 1 define students who require academic intervention. These examination results are analyzed in conjunction with student performance on classroom assessments to determine individual and group areas of success, improvement strategies, and goals for aligning instruction with the ELA core curriculum.

The results of the 2005 ELA examination indicate that 90% of the total population of grade 8 students scored at a proficiency level of 3 or 4; these students met or exceeded the state standards. The remaining 10% of grade 8 students performed at Level 2, indicating a need for additional help to meet the state standards. An examination of special education students from this total group indicates an increase in students who met or exceeded the state standard. In 2003, only 25% of the special education students reached a performance level of 3 or 4, 71% attained a level 2 and 4% scored a level 1. In 2005, 33% of the special education students reached a performance level of 3 or 4, 67% scored at a level 2, and no students scored at a level 1. Improvement in performance levels was also achieved by students who were provided additional support services as part of No Child Left Behind. In 2005, there were 15 grade 8 students who received academic intervention services as a result of the grade 4 ELA and Terra Nova testing analysis utilized by the district for grades 6 and 7. Of the 15 students receiving academic intervention, 13 students scored at a proficiency level of 3 or 4 on the 2005 grade 8 ELA exam. The success of students in general education, special education and academic intervention classes is attributed to strategies designed and implemented by teachers to connect learning standards to academic instruction aligned with the state core curriculum.

The mathematics state assessment is administered to grade 8 students each year to assess student proficiency in the mathematics standards, both content as well as process. Furthermore, the assessment shows whether or not students received the necessary foundation to succeed in the upper grades. The state requires that students scoring below proficiency receive academic intervention services in order to target weaknesses. Achievement on the state assessments is reported by the percent of students scoring at each of four performance levels which are the same as the ELA. The assessments are analyzed each year along with student performance on classroom assessments and teacher observations of student learning to determine areas of success, areas of concern, and to develop improvement strategies to target weaknesses in curriculum and instruction.

The results of the 2005 mathematics assessments show 97% of the grade 8 students met or exceeded state standards, scoring at level 3 or level 4. Furthermore, 39% of the grade 8 students exceeded state standards, scoring at level 4. The state assessment identified 3% of the population scoring below state standards, and in need of academic intervention. Examining the results for students with disabilities shows 71% of students scoring at level 3, 25% scored at level 2 and 4% scored at level 1.

Over time, the state assessments show considerable improvement in student achievement in mathematics. From 2000 to 2005, students scoring at level 3 or 4 increased from 88% to 97%. For students with disabilities, students scoring at level 3 or 4 increased from 43% to 71%. This success in results is attributed to the strategies developed by teachers to target curricular and instructional areas in need of improvement and attention to the individual needs of each child in the classroom. Information on the New York State Assessment system can be found at www.emsc.nysed.gov.

Part IV, #2—Using Assessment Results

The purpose of our assessment review is to increase student achievement and develop a culture of excellence, collaboration and continual improvement to meld curriculum, instruction and assessment. The identified needs of our disaggregated population are a priority. Data analysis informs instruction, improves learning and is used in decision making. In a recent article in *The Critter*, the school newspaper,

a reporter commented, “In order to improve, your individual progress needs to be tracked. After all, no child can be left behind.”

During the fall of each school year, H.C. Crittenden Middle School personnel examine the available standardized assessment data. We celebrate the successes on the New York State Assessments in Language Arts, Mathematics, Social Studies, Science and Technology. We review disaggregated data, grade distributions, course data, classroom assessments, and our guidance department’s academic intervention spreadsheets to identify program areas of success and concern.

Assessment review reports are prepared by departments. The reports are comprehensive and include many excellent strategies for improvement. The reports are distributed and discussed during the January faculty meeting.

During the March faculty meeting the H.C. Crittenden Middle School staff meets to discuss the reports and share improvement strategies being implemented as well as brainstorm other improvement strategies. The reports demonstrate a thorough, thoughtful analysis of our standardized assessment data.

Part IV, #3—Communicating Assessment Results

The New York State Report Card on student performance and state assessments is distributed to the community at regularly scheduled building level principal’s meetings and at Byram Hills School District Board meetings. Board meetings are televised on the district’s television channel, CTV20. Student performance is reported to parents in weekly correspondence by interdisciplinary teams, email, telephone conversations and team conferences as needed. Progress reports are mailed to parents at the midpoint of quarter and report cards are mailed to parents at the end of the quarter. Parent conferences are scheduled on the district calendar and include evening conferences. In addition to these dates, interdisciplinary teams have times dedicated each week for parent conferences. Individual student results on New York State Assessments are mailed to parents.

Parents receive “The Chronicle,” a weekly communication listing school activities, program descriptions, meetings and parent tips. The Byram Hills School District communicates with parents via newsletters from the School Board and the Parent Teacher Student Association. Continued opportunities for purposeful communication between the school and home foster student success.

Part IV, #4—Sharing Success

The H.C. Crittenden Middle School principal is a member of the state-wide Network of Middle-Level Education Liaisons which meets twice a year with New York State Education Department personnel to discuss a wide variety of educational issues including assessments. Representing middle school principals from the Westchester County, New York area, he meets with the Westchester/Putnam Middle School Principals Association to discuss assessment problems and successes. The principal of H.C. Crittenden Middle School is the President of the Westchester/Putnam Middle School Principals Association which meets regularly at H. C. Crittenden Middle School. He acts as an informal assessment consultant to other middle school principals, communicating successful curriculum, instruction and data analysis strategies to colleagues. The H.C. Crittenden has hosted teachers and administrators to view successful programs, organization, and data analysis process. H.C. Crittenden partnered with another middle school to assist the principal and staff in the organization of the schedule, the development of a team structure and the use of effective instructional practices to prepare for standardized assessments. The partnership included student and teacher exchanges along with workshops conducted by H. C. Crittenden Middle School administration and faculty.

For the past few years the principal has been a presenter at an annual conference on “Best Practices Using Data.” H. C. Crittenden Middle School staff and administration are always available to consult with other educators and parents about effective middle school organization and practices.

Part 5—Curriculum and Instruction

Part V, #1—Curriculum

The H. C. Crittenden Middle School curriculum integrates and exceeds the New York State learning standards by providing a rigorous curriculum in language arts, mathematics, science, social studies, foreign language, health education, physical education, fine arts and technology.

The language arts curriculum provides students with a challenging program of study that supports their developmental needs and focuses on the state standards. Students create a portfolio of written and revised work, and are trained to analyze their own strengths and weaknesses in writing and reading. Guided self-reflection helps students to set goals for themselves, encouraging students to become active participants in their own teaching and learning. Students are also encouraged to participate in other opportunities for learning, such as enrichment classes, the school newspaper, the literary magazine and an annual school-wide vocabulary bee.

The mathematics curriculum – grounded in the NCTM standards and aligned with the NYS standards – provides every student with a rich, student-centered curriculum focused on the development of good problem-solving skills, computation skills, and higher order thinking. The program provides all students with meaningful activities to engage students in mathematical work, including projects, cooperative group work and technology integration. Mathematics classes are grouped heterogeneously in grade 6. Students are provided the opportunity to accelerate in mathematics in grade 7, and grade 8 students begin the high school Regents curriculum.

The National Science Teachers Association recommends 250 minutes of middle school science instruction each week; all students at H.C. Crittenden experience a challenging curriculum that exceeds the New York State standards with a total of 270 minutes. This additional time allows for enrichment activities firmly grounded in investigation, critical thinking and problem solving through hands-on experiences in the physical and life science curricula. Students taking an accelerated Earth Science curriculum in 8th grade earn high school credit with the successful completion of the New York State Physical Setting/Earth Science Regents Exam.

The topics studied in the social studies curriculum vary, with the sixth grade learning of the Eastern Hemisphere and the seventh and eighth grade focusing on the chronologically organized study of the United States and New York State history. Students analyze the geographic, economic, political, and social components of history in a curriculum steep with primary source materials. H.C. Crittenden has developed a partnership with *Facing History and Ourselves*, an international educational and professional development organization. Their resources, methodology and philosophy are used to assist students in critically analyzing the “how” and the “why” of events and all of history’s complexities.

The foreign language department offers French, Italian and Spanish. In grade six, all students are exposed to the three languages in which they learn the fundamental aspects of a foreign language and its culture. This experience allows for a more informed choice as students pursue a specific language in subsequent years. The full comprehensive foreign language program begins in grade 7; at the end of grade 8, students are awarded one high school credit upon successful completion of this sequence which culminates with the NYS Second Language Proficiency Exam. Teachers collaborate regularly not only in curricular matters, but also in offering an after-school Culture Club and field trips.

The fine arts curriculum is designed to develop the musical and artistic talents of every child through active participation in the performance and creation of music, and to become active participants in the world of art. Each grade covers a variety of skills and techniques, with a gradual increase in technical difficulty.

Teachers from all disciplines and interdisciplinary teams communicate daily to identify connections to give our students deeper understandings. The curriculum is differentiated in all classrooms, math and science classes are accelerated, enrichment activities are conducted for advanced learners with a teacher working collaboratively with the classroom teacher, and school-wide Socratic seminars are conducted in multi-age groups by all teachers on various curricular and social issues. The H.C. Crittenden Middle School is truly comprehensive, integrative and exploratory based on the intellectual, physical and emotional needs of young adolescents.

Part V, #2—Language Arts

The English Language Arts department aligns instruction with the curriculum expectations set by the state. Within the curriculum at each grade level, students are exposed to a variety of writing including short stories, biographies, poems and novels for classroom reading and outside reading. The sixth grade Language Arts instruction is designed to create a bridge between the elementary experience and the upper grades by providing students with a literature and a skills program to learn about works of literature by genre, and the principles of English grammar. These two classes introduce students to the necessary components of good writing and evaluations of literature that are essential for individual developmental growth. The seventh grade Language Arts program consists of a comprehensive review of skills taught in grade six, as well as more challenging units of study in literature and skills. Students develop writing skills by constructing different kinds of paragraphs and by developing main ideas into essays. This is supported by an intensive literature program that provides the framework for specific lessons regarding literary elements. The eighth grade Language Arts curriculum is both a culmination of the student's middle school experience and an introduction to the expectations of the high school English curriculum. This is accomplished through literary analysis, classroom discussions and formal essay writing in conjunction with an extensive literature selection of teacher selected novels and short stories.

Students who read below grade level and are not provided with special services are targeted by the teachers and administrators for the Integrated Language Program. Students selected to take this program meet in smaller groups to work on writing and reading skills. The class meets every other day in addition to the regularly scheduled Language Arts class, and provides students with the individual instruction necessary to help them reach proficiency by state standards.

Part V, #3 – Mathematics

The mathematics curriculum is designed to provide students with rich mathematical experiences to support both content and process. Building upon a spiraled curriculum in the elementary grades, the middle school curriculum is designed to ensure mastery of basic skills in the content area, including the mastery of algebraic thinking.

The 6th grade curriculum builds upon the students' number sense from the elementary grades by introducing the concept of integers. Students explore the operation of integers in problem-solving situations. Algebraic thinking is integrated throughout the curriculum; moreover, formal algebra is continued from grade 5 as students solve two-step equations and simple proportions. In exploring these curricular topics, teachers emphasize communication of mathematical ideas by utilizing questioning techniques, writing exercises, small group work and problem-solving activities.

The 7th grade curriculum continues with formal algebra by solving multi-step equations and inequalities, and introducing the concept of function. Students explore exponents as they are introduced to monomials and polynomials. Teachers emphasize inquiry and problem-solving throughout the curricular topics. Accelerated students explore topics from both the 7th and 8th grade curriculum.

In 8th grade, the curriculum emphasizes algebra and geometry with a focus on problem-solving and real world applications to prepare students for the high school mathematics program. Students are introduced to the graphing calculator through interdisciplinary activities, and they explore its use as a tool for problem-solving and exploration of mathematical concepts. Accelerated students begin the study of the NYS integrated curriculum in preparation for the state Regents exam. This curriculum integrates algebra, geometry and trigonometry as students prepare for advanced mathematics.

Students who are not meeting standards are provided with academic support, receiving additional classroom time in mathematics in a small group setting. Students' individual needs are determined based upon state and local assessments as well as teacher observations. The support teacher works with classroom teachers to ensure appropriate support of individual needs, and uses collaborative curriculum maps to ensure alignment with local curriculum and state standards.

The textbook series used is *Prentice Hall Mathematics*, courses 1, 2 and 3. Accelerated students use Glencoe/McGraw-Hill *Pre-Algebra* in grade 7 and both McDougall-Littell *Algebra 1* and *Geometry* in grade 8.

Part V, #4—Instructional Methods

The H.C. Crittenden Middle School faculty uses a wide variety of instructional strategies daily as part of a continuous improvement model. The language arts program uses a variety of genre discussed in a book club format. The writing process is assessed summatively in a reflective electronic portfolio. The social studies program, using primary source material, abounds in dramatic monologues, travel portfolios and museum simulations. Mathematics features problem solving and authentic assessments throughout the year including a grade 8 visit from an engineer. Science abounds with experiments. Technology, including Smart boards, GPS units and spectrophotometers, support the creative instructional practices with three computer labs and five computers in every classroom. All subjects are connected with interdisciplinary units and themes, including Shakespeare Day in grade 8. Lessons are crafted for big ideas along with skills and differentiated activities. The fine and physical arts integrate writing and mathematics skills along with respective curriculum to improve student proficiency. We attempt to make all learning activities standards focused, developmentally appropriate, creative, authentic and integrated to assure student success.

Part V, #5—Professional Development

The H. C. Crittenden Middle School has had numerous professional development opportunities that have been sustained by administrative leadership, district resources and local teacher leadership.

Our values have been reinforced by our character education programs which include training for teachers and administrators in anti-bullying and pro-social strategies; Schools Attuned training following the research of Mel Levine; Schools that Learn conferences; Facing History and Ourselves, two summer institutes and ongoing workshops led by Peter Nelson, executive director; and recent training in Cultural Proficiency for administrators led by Franklin and Brenda Campbell Jones.

Other professional development opportunities are offered as well. To provide engagement of all students, the district offers Dimensions of Learning, a three day on-site training program in the research of Robert Marzano. To support inquiry by teachers and students in a respectful environment, we provide at H. C. Crittenden Middle School ongoing multi-year training and workshops in Socratic Seminar led by Nancy Letts, an on-site consultant. To support our commitment to team work, we have provided ongoing consultations from Nancy Doda on effective middle school teams. To differentiate our curriculum for all students, last year we participated in Lit Life training for English teachers in writer's workshop and reflective thinking and development of lesson design in literature development for special educators led by Ellin Rossberg.

In addition the district supports ongoing professional development through a program of salary adjustments related to acquisition of in-service credits and graduate credits. To this end the district offers a two week Cyber Camp and summer workshops for pay or in-service credit to update curriculum maps, examine student work and continue curriculum or assessments improvements.

PART VII - ASSESSMENT RESULTS

**H. C. CRITTENDEN MIDDLE SCHOOL
BYRAM HILLS SCHOOL DISTRICT**

New York State 8th Grade English Language Arts Assessment

School Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
Level 4	28%	39%	19%	39%	45%
Level 3	89%	90%	80%	89%	90%
Level 2	100%	100%	100%	100%	100%
Number of students tested	219	209	204	215	191
Percent of students tested	100%	100%	100%	100%	100%
SUBGROUP					
Students with disabilities					
Level 4	4%	4%	4%	3%	0%
Level 3	33%	47%	25%	55%	41%
Level 2	100%	97%	96%	100%	95%
Students tested – disabilities	24	28	28	33	22
Percent tested – disabilities	100%	100%	100%	100%	100%

**H. C. CRITTENDEN MIDDLE SCHOOL
BYRAM HILLS SCHOOL DISTRICT**

New York State 8th Grade Mathematics Assessment

School Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES					
Level 4	39%	41%	32%	46%	47%
Level 3	97%	93%	94%	91%	93%
Level 2	100%	100%	100%	100%	100%
Number of students tested	219	206	203	213	191
Percent of students tested	100%	100%	100%	100%	100%
SUBGROUP					
Students with disabilities					
Level 4	0%	7%	4%	3%	0
Level 3	71%	59%	66%	66%	45%
Level 2	96%	96%	100%	97%	91%
Students tested – disabilities	24	27	26	32	22
Percent tested – disabilities	100%	100%	100%	100%	100%

<u>Proficiency Standards</u>	
Level 4	% At Advanced Proficiency
Level 3	% At or Above Proficiency
Level 2	% At or Above Basic Proficiency