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NEW YORK STATE'S

Essential Elements: Schools-to-Watch Recognition Program

2011-12 APPLICATION PACKET (Seventh Cohort)

*The completed application must be submitted
electronically no later than Friday, July 15, 2011.*

Note: If there are changes in building or district leadership after this application is submitted but before the opening of the 2011-12 school year, the NY State EE: STW director reserves the right to return this application without review.

New York State Education Department
New York State Middle School Association
New York State United Teachers
Statewide Network of Middle-Level Education Liaisons

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NEW YORK STATE'S
Essential Elements: Schools-to-Watch Recognition Program for 2011-12
(Seventh Cohort)
Instructions

Overview

New York State's Essential Elements: Schools-to-Watch (EE: STW) recognition program seeks to identify and recognize diverse, high-performing model middle-level schools that demonstrate what all schools with middle-level grades should be and are capable of achieving. New York State's young adolescent students deserve great middle-level schools that are academically excellent, developmentally appropriate, socially equitable, organized to sustain continuous improvement and exemplars for the implementation of the *Essential Elements of Standards-Focused Middle-Level Schools and Programs* and the *Regents Policy Statement on Middle-Level Education*. New York State's EE: STW selection criteria represent an alignment of the National Forum to Accelerate Middle Grades Reform's standards, the New York State Board of Regents *Policy Statement on Middle-Level Education*, and the Education Department's *Essential Elements of Standards-Focused Middle-Level Schools and Programs*.

The New York State EE: STW recognition program is being implemented by a Statewide Middle-Level Education Alliance involving, among others, the New York State Education Department, the New York State Middle School Association, New York State United Teachers, and the Statewide Network of Middle-Level Education Liaisons.

Minimum Eligibility Requirements

The EE: STW recognition program is seeking to identify and recognize a Seventh Cohort of high quality, middle-level schools in New York State that are on a continuous trajectory toward higher achievement for all students. Schools eligible to participate in New York's EE: STW recognition program must have **at least TWO of the following grades**: grade six, grade seven, grade eight. Eligible schools cannot currently be designated as a school in need of improvement (SINI), a school requiring academic progress (SRAP) a school under registration review (SURR) or persistently lowest achieving (PLA). Schools must have met all Adequate Yearly Progress (AYP) growth targets for both the 2008-09 and 2009-10 school years.

Application-Writing Protocol

The EE: STW recognition program application process is designed so that schools themselves **MUST** complete the full application process, including the self study and the written narratives. Applications prepared by external grant writers or paid consultants will not be accepted.

Application Deadlines

ALL application materials must be submitted by Friday, July 15, 2011

Submitting Completed Applications

Submit 1 original signed paper copy and 1 electronic copy of the completed application package by e-mail or CD-ROM to:

Marybeth Casey
Associate, Middle Level Education
State Co- Director, NYS EE-STW Recognition Program
New York State Department of Education
89 Washington Ave – 320EB
Albany, NY 12234
Mc Casey2@mail.nysed.gov

Submit 1 paper and one electronic copy of your application package to:

Dr. David Payton, NYSMSA
State Co- Director, NYS EE-STW Recognition Program
3041 Williamsburg Dr
Schenectady, NY 12303
dpayton@nycap.rr.com

Note: Please arrange all documents into a single electronic file for submission. The electronic submission should be in color. All application materials must be submitted in either MS Word (doc) or Adobe (pdf) format. This includes the Application, Narrative, Self-Study and Rating Rubric and School Report Cards.

HOW TO APPLY

Begin by reading the application requirements:

- Before your school begins to prepare its application, convene your team to read and discuss the application requirements.
- Be sure that your school meets the minimum eligibility requirements:
 - Contain at least two of the following grades: grade 6, grade 7, grade 8; and
 - School must have met all Adequate Yearly Progress (AYP) growth targets for both the 2008-09 and 2009-10 school years.

The Essential Elements: Schools-to-Watch application procedure for the Seventh Cohort consists of the following seven steps –

Step 1: Become familiar with the EE: STW application development process:

Application materials are available at www.nysmsa.org or <http://www.emsc.nysed.gov/ciai/mle/eestw/home.html> and include:

- The application in three parts:
 - Application Part I : Descriptive Information
 - Application Part II: The Narrative
 - Application Part III: The Assurances

AND

- EE: STW Self-Study and Rating Rubric

• **Step 2: Develop a process to complete the EE: STW Self-Study and Rating Rubric that involves all stakeholder groups.**

- **Using a collaborative, school-wide process** complete the EE: STW Self-Study. Assign a single, aggregate rating that reflects the collective perceptions of your school community for each of the 37 criteria contained within of the four EE: STW domains.¹
 - Academic Excellence
 - Developmental Responsiveness
 - Social Equity
 - Organization Structure and Processes

NOTE: The single ratings for each of the dimensions of the four EE: STW criteria should reflect the collective perceptions of your school’s staff.

Use the following 1-4 rating scale when completing the EE: STW Self-Study:

- (4) The practice is highly and completely implemented, systemic and coherent in every classroom, by every teacher, across the school.
- (3) There is a high degree or maturing quality of implementation that is systemic but may not be coherent or of the highest quality in every classroom, by every teacher, but certainly by most, 75% or better.
- (2) There is a mixed fair or immature quality of implementation, practices may include many teachers but not the majority. The program may be too new to realize accountable results or be evaluated as effective.
- (1) The practice may have just gotten started or, (very immature, or is only practiced by a handful of practitioners).
- (0) No Score indicates the program or practice is not in place at the school.

Be accurate and rate the school appropriately and honestly. Involve all stakeholder groups fully in the self-study process. During the discussions of each of the dimensions, begin to build a list of details and evidence that supports the ratings and that will give substance and specifics to the written narrative. Include this evidence under each criterion in the space provided

¹ The original four School-To-Watch domains and their criteria were first developed by the National Forum to Accelerate Middle Grades Reform, the organization sponsoring the Schools-To-Watch program nationally. The four domains and their criteria align fully and completely with the *Regents Policy Statement on Middle-Level Education* (2003) and the State Education Department’s seven *Essential Elements of Standards Focused Middle-Level Schools and Programs* (2003) (as they are grounded in the same research base). The EE: STW Self-Study and rating rubric developed for use in New York State incorporates and merges both the State Education Department’s seven Essential Elements and their attributes AND the National Forum’s four domains and their criteria.

ONE complete composite EE: STW Self-Study for the school that represents the aggregated ratings done by your staff, along with described evidence to substantiate the ratings, must accompany the completed application.

Applications that do not include a copy of the collective, composite EE: STW Self-Study (and the described supportive evidence) will not be considered.

Step 3: Collect the required basic information and complete Part I (Descriptive Information) of the application.

- Collect Performance Index data and student achievement data. Go to the NYS Education Department Website (www.nysed.gov). Print out your school's 2 most recent report cards and use them to complete the application. Please include those report cards in the electronic file with the application.

Step 4: Write Part II of the Application (The Narrative) using the data/evidence from the EE: STW Self Study of the school:

- *Section A: Tell Us About Your School* (4-8 pages total) For ***each*** of the four EE: STW Self-Study criteria (Academic Excellence; Developmental Responsiveness; Social Equity; and Organizational Structure and Processes), ***write a 1-to-2 page narrative*** substantiating your school's ratings for the aspects of the self-rating scale. Give as much detail as possible within the space limitations. If the *Regents Policy Statement on Middle-Level Education* and/or the State Education Department's *Essential Elements of Standards-Focused Middle-Level Schools and Programs* document have influenced or support the practices at your school, please reference and describe. ***Providing substantiating evidence is the key!***
- *Section B: What Are Your Plans for the Future?* (1-2 pages) Write an additional 1-to-2 page narrative explaining your school's plans for the future – specifically address any areas of weakness identified through doing the EE: STW Self-Study. *How will your school become and remain a high-quality, standards-based, state-of-the-art learning environment for young adolescents and the adults who educate them?*

PART II NARRATIVE SPECIFICS:

1. At the top of each page, identify the EE: STW criterion that you are writing about. Also in the top header, include the school's name.
2. At the bottom of each page, place a consecutive page number.
3. Narratives must be typed or word-processed. Please use a 12-point font and allow left and right margins.

4. Part II of the application cannot exceed a **total** of ten pages.

Step 5: Sign Part III of the Application (The Assurances).

Step 6: Assemble the Completed Application Package

- All pages of the application should be numbered consecutively at the bottom and have your school's name in a header so that if the pages are separated, they can be re-collated.
- Be sure the Application Package includes:
 - Section I -**Descriptive Information**
 - Section II -**The Narrative**
 - Collective **EE: STW Self-Study and Rating Rubric** for your school that represents the aggregated ratings done by your school's staff (do not include copies of ratings done by individual staff – just a staff composite);
 - Section III - **The Assurances**
 - Copies of your school's 2 most recent **school report cards** and any additional data offered in support of the application.

(Note: Only the above documents will be considered during the paper review process. **Do Not** send additional supporting materials)

Step 7: Submit 1 **original signed paper copy** and 1 **electronic (color) copy** by CD Rom or e-mail of your completed application package to each of the following addresses:

Marybeth Casey – Associate, Middle Level Education
New York State Department of Education
State Co-Director, NYS EE-STW Recognition Program
89 Washington Ave – 319EB
Albany, NY 12234
Mcasey2@mail.nysed.gov

Dr. David Payton, NYSMSA
State Co-Director, NYS EE-STW Recognition Program
3041 Williamsburg Dr
Schenectady, NY 12303
dpayton@nycap.rr.com

NOTE:

All application materials – which include the Application, Narrative, Aggregated Self-Study and Rating Rubric and School Report Cards – must be submitted electronically in either MS Word or PDF format. Please consolidate the electronic (color) submission into one single file.

**All Materials Must Be submitted by Friday, July 15, 2011.
Late Submissions Will Not Be Accepted.**

Note: If there are changes in building or district leadership after this application is submitted but before the opening of the 2011-12 school year, the NY State EE: STW director reserves the right to return this application without review.

Questions may be directed to:

Marybeth Casey
NYS Education Department
EE: STW State Co-Director
(518) 474-0059
Mc Casey2@mail.nysed.gov

David Payton
New York State Middle School Assoc
EE: STW State Co-Director
(518) 356-3299
dpayton@nycap.rr.com

NEW YORK STATE'S

Essential Elements: Schools-to-Watch Recognition Program

2011-12 APPLICATION (Seventh Cohort)

***The completed application must be submitted
electronically no later than Friday, July 15, 2011.***

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New York State Education Department
New York State Middle School Association
New York State United Teachers
Statewide Network of Middle-Level Education Liaisons and Support Schools

Student Demographics and Characteristics for the 2010-11 School Year:

NOTE:

Please answer the following questions for all students in each grade in your school for the **2010-11 school year** please use BEDS Day 2010 data. If your school does not house a particular grade, please enter “N/A.”

1. Please provide enrollment information for the following student populations in your school for the 2010-11 year.

	5 th	6 th	7 th	8 th	9 th	<i>Total Number of students</i>	<i>% of Total Enrollment</i>
Black/African American Students							
Asian/Asian American Students							
White (not of Hispanic origin) Students							
Hispanic/Latino(a) Students							
American Indian (Native American) Students							
Other							
Totals							<i>100%</i>
Male Students							
Female Students							
Free/Reduced Lunch Students							
Students with Disabilities							
English Language Learner Students (LEP/ELL)							

2. What was the average daily attendance rate (percent of all students) in your school:

2009-10: _____ 2010-11: _____ (if available)

3. What was the student stability rate (defined as “the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year”) in your school for:

2009-10: _____ 2010-11: _____ (if available)

4. Please complete the following table dealing with **IN-SCHOOL suspensions** in your school during the 2010-11 school year:

	Enrollment in School	1-5 days		6-10 days	
		Total # of Incidents	# of Students with Multiple Incidents	Total # of Incidents	# of Students with Multiple incidents
Black/African American Students					
Asian/Asian American Students					
White (not of Hispanic origin)					
Hispanic/Latino(a) Students					
American Indian (Native American) Students					
Other					
TOTALS					
Male Students					
Female Students					
Free/Reduced Lunch Students					
Students w/ Disabilities					
English Language Learner Students (LEP/ELL)					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					

5. Please complete the following table dealing with **OUT-OF-SCHOOL suspensions** in your school during the 2010-11 school year:

	Enrollment in School	1-5 days		6-10 days	
		Total # of Incidents	# of Students with Multiple Incidents	Total # of Incidents	# of Students with Multiple incidents
Black/African American Students					
Asian/Asian American Students					
White (not of Hispanic origin)					
Hispanic/Latino(a) Students					
American Indian (Native American) Students					
Other					
TOTALS					
Male Students					
Female Students					
Free/Reduced Lunch Students					
Students w/ Disabilities					
English Language Learner Students (LEP/ELL)					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					

6. How many students, if any, were suspended for more than 10 days in 2010-11? _____
If there were any suspensions for more than 10 days, please explain:

7. Please write a paragraph that will help us understand your school's suspension policy data. Describe your school's suspension policy and the interventions in place to meet the needs of students suspended either in or out of school. (If necessary, attach a separate sheet.)

8. Please explain any unusual incidents of suspension greater than five days that may have skewed the reported suspension data for 2010-11.

9. Please complete the following table dealing with students who were not promoted (retained) at the end of the 2010-11 school year.

Student Groups	Grade Five		Grade Six		Grade Seven		Grade Eight		Grade Nine	
	Number not Promoted	% of Total in Grade	Number not Promoted	% of Total in Grade	Number not Promoted	% of Total in Grade	Number not Promoted	% of Total in Grade	Number not Promoted	% of Total in Grade
Black/African American										
Asian/Asian American										
White (not of Hispanic origin)										
Hispanic/Latino(a)										
American Indian (Native American)										
Other										
Totals										
Males										
Females										
Free/Reduced Lunch										
Students with Disabilities										
ELL Students										

Staff Demographics and Characteristics for the 2010-11 School Year:

10. Please answer the following questions about the teaching staff in your school for the **2010-11 school year** (please use BEDS Day 2010 figures).

Teacher Populations	Number
Total Number of Teachers in the School (FTE)	
Number of Regular Education Teachers (FTE)	
Number of Special Education Teachers (FTE)	
Number of ESL/ELL Teachers (FTE)	

11. Please provide information on the number of FTE teachers specifically assigned to teach the following subject areas in the school:

Subject Area	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
English Language Arts (including reading)					
Mathematics					
Science					
Social Studies					
Art					
Music					
Home and Career Skills					
Technology Education					
Physical Education					
Health Education					
Second Language					
AIS					
Other					

12. Please provide information on the certification/licensure of the teaching staff in this school:

Certification/Licensure Area	Grade Spans Covered	Number of Staff with this credential**
Elementary Certification/Licensure		
Middle Grades Certification/Licensure		
Secondary Certification/Licensure		
Other Certification/Licensure		
Middle Grades Endorsement*		
Other Credentials		

*An endorsement is an add-on to a certification or license

** Staff may have multiple certifications/licensures

13. How long has the administrative staff been at this school?

	<i>In the School as either a Teacher or Administrator (total years in the school)</i>	<i>In the School as an Administrator</i>
Principal		
Assistant Principal #1		
Assistant Principal #2		
Assistant Principal #3		
Other Administrator #1 Specify:		
Other Administrator #2 Specify:		

Programmatic Information for the 2010-11 School Year:

14. How are your instructional minutes organized for each grade level (periods per day; block schedule; flexible block; semestered; self-contained; departmentalized, etc)? You may answer below or attach a single sheet.

15. What courses are taught at each grade level and for how long? Please make clear how the units of study mandated by Section 100.4 of Commissioner's Regulations are being met, especially in those areas for which there are no mandated State assessments (i.e., health education, home and career skills, technology education, library and information skills, art, music, physical education, languages other than English). You may answer below or attach a single sheet.

16. For students needing Academic Intervention Services and/or other mandated services (e.g., Resource Room, ESL), how are you ensuring that they receive required instruction in those standards areas for which there are no mandated State assessments? You may answer below or attach a single sheet.

17. What special opportunities/experiences does your school provide students that are designed to connect them to the school, to make them feel successful, and to create a positive school climate and culture?

Special Recognitions:

18. Please let us know about any research projects, grant awards, articles, projects, or special awards of which your school has been the subject or recipient in the last three years. Please include dates, sponsors of awards, article titles, etc.

Evidence of Academic Achievement:

19. **AYP** Complete the following summary tables concerning your school’s Adequate Yearly Progress (AYP) for the 2007-08, 08-09, and 09-10 school years.

English Language Arts:

<i>Year</i>	<i>AYP Information</i>	<i>All Students</i>	<i>ELL Students</i>	<i>Socio-Economically Disadvantaged Students</i>	<i>Students with Disabilities</i>	<i>Other Group(s)</i>
2007-2008	Effective AMO					
	Performance Index					
2008-2009	Effective AMO					
	Performance Index					
2009-2010	Effective AMO					
	Performance Index					

Mathematics:

<i>Year</i>	<i>AYP Information</i>	<i>All Students</i>	<i>ELL Students</i>	<i>Socio-Economically Disadvantaged Students</i>	<i>Students with Disabilities</i>	<i>Other Group(s)</i>
2007-2008	Effective AMO					
	Performance Index					
2008-2009	Effective AMO					
	Performance Index					
2009-2010	Effective AMO					
	Performance Index					

Science:

<i>Year</i>	<i>AYP Information</i>	<i>All Students</i>	<i>ELL Students</i>	<i>Socio-Economically Disadvantaged Students</i>	<i>Students with Disabilities</i>	<i>Other Group(s)</i>
2007-2008	State Standard					
	Performance Index					
2008-2009	State Standard					
	Performance Index					
2009-2010	State Standard					
	Performance Index					

20. **English Language Arts** Use the results of the State’s Grade 5, 6, 7, and 8 Assessments for the 2007-08, 08-09, 09-10 school years to complete the following summary tables for **English Language Arts**.

Year	Grade 5 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007-2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 5 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008-2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 5 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009- 2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Grade 6 Tables Begin on Next Page

Year	Grade 6 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007- 2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 6 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008 - 2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 6 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009- 2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 7 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007- 2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 7 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008 - 2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 7 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009 - 2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 8 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007- 2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 8 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008 - 2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 8 English Language Arts	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009 2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

21. **Mathematics** Use the results of the State’s Grade 5, 6, 7, and 8 Assessments for the 2007-08, 2008-09, and 2009-10 school years to complete the following summary tables for **Mathematics**.

Year	Grade 5 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007-2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 5 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008-2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Grade 5 Mathematics Charts are continued on the next page

Year	Grade 5 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009 - 2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

**GRADE 6 MATHEMATICS TABLES
BEGIN ON THE NEXT PAGE**

Year	Grade 6 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007-2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 6 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008-2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 6 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009-2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

Year	Grade 7 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007-2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 7 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008-2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 7 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009-2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 8 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007-2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 8 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008-2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 8 Mathematics	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009-2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

22. **Science** Use the results of the State’s Grade 8 Assessment for the 2007-08, 2008-09, and 2009-10 school years to complete the following summary tables for **Science**.

Year	Grade 8 Science	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2007-2008	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

Year	Grade 8 Science	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2008-2009	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
Economically Disadvantaged					

GRADE 8 SCIENCE TABLES CONTINUE ON THE NEXT PAGE

Year	Grade 8 Science	Total Tested	% Scoring at Levels 2-4	% Scoring at Levels 3- 4	% Scoring at Level 4
2009 - 2010	All Students				
	Female				
	Male				
	American Indian or Alaskan Native				
	Black or African American				
	Hispanic or Latino				
	Asian, Native Hawaiian or other PI				
	White				
	General Education Students				
	Students with Disabilities				
	Limited English Proficient				
	Economically Disadvantaged				

23. Describe the programs and/or services provided English Language Learners (ELL) and provide evidence of their impact on student achievement.

Describe Your Collaborative Process:

24. The EE: STW application process should be a collaborative process involving the entire school community. Write a paragraph describing the process used at your school, noting specifically the level of involvement of teachers, counselors, administrators, the school shared decision-making committee and any others (if necessary, attach a separate sheet following page nine of this application).

PART II: THE NARRATIVE

Section A: Tell Us About Your School (4-8 Pages)

For ***each*** of the four EE: STW Self-Study domains (**Academic Excellence; Developmental Responsiveness; Social Equity; and Organizational Structure and Processes**), **write a 1-to-2 page narrative** substantiating your school's ratings for the aspects of the self-rating scale. Give as much detail as possible within the space limitations. If the *Regents Policy Statement on Middle-Level Education* and/or the State Education Department's *Essential Elements of Standards-Focused Middle-Level Schools and Programs* document have influenced or support the practices at your school, please describe. ***Providing evidence is the key!!***

Academic Excellence (1 to 2 pages of narrative):

Developmental Responsiveness (1 to 2 pages of narrative):

Social Equity (1 to 2 pages of narrative):

Organizational Structure and Processes (1 to 2 pages of narrative):

NOTE:

Be sure to include one complete, collective EE: STW Self-Study for your school (along with the described evidence used by your staff to substantiate your ratings) with the submitted application. Applications that do not include one complete, collective EE: STW Self Study (with supportive evidence) will not be considered.

Section B: What Are Your Plans for the Future (1-2 Pages)

Write an additional 1-to-2 page narrative on the school's plans for the future – specifically address any areas of weakness identified through doing the EE: STW Self-Study. *How will your school become and maintain a high-quality, standards-based, state-of-the-art learning environment for young adolescents and the adults who educate them?*

PART III: THE ASSURANCES

Signature and Permission:

I am aware applications developed and written solely by consultants will not be considered, and I certify that the School Self-Study Rating and Application (including narrative) preparation was a collaborative process involving site administrators, teachers, and other key stakeholders.

I give permission to the National Forum to Accelerate Middle Grades Reform, the New York State Middle School Association, the New York State Education Department, and the Essential Elements: Schools-to-Watch Leadership Team to publish the information and materials included in this application on their websites in order to help other schools move toward high performance and implement *Regents Policy Statement on Middle-Level Education* and the Department's *Essential Elements of Standards-Focused Middle-Level Schools and Programs*.

I understand that representatives of the Essential Elements: Schools-to-Watch program may conduct a site visit to my school during the 2010-11 school year, and that we will gladly host such a visit. Furthermore, if my school is selected as an Essential Elements: Schools-to-Watch school, a documentation team may visit the school in order to gather further information for a case study. This case study may include written and photographic and/or videotaped documentation. My staff and I will cooperate in the data-gathering effort to the fullest extent possible and will assist in obtaining the necessary releases for the case study.

If selected as an Essential Elements School to Watch an award will be presented to the school at a national conference in Washington DC in June 2012 and at the New York State Middle School Association statewide conference in October. If selected I will make every effort to secure the resources necessary to send a team or representative to accept the awards on the school's behalf. I recognize that being selected as an Essential Schools: Schools-to-Watch school will result in an increase in outside visitors and publicity. We are prepared to share our knowledge and experience with others in order to accelerate middle grades reform.

I certify that my school is not currently being monitored for improvement by the New York State Education Department and is not currently a school in need of improvement (SINI), school requiring academic progress (SRAP), a school under registration review (SURR) or a persistently lowest achieving (PLA) school.

I certify that my school is fully and completely in compliance with any and all Commissioner's Regulations including, but not limited to, those concerning teacher certification and assignment, program offerings and units of study requirements, mandated services to special populations, and the timely provision of Academic Intervention Services.

I further certify that the Office of Civil Rights (OCR) does not have any outstanding findings of one or more civil rights statute violations by the school or district which may affect the school and that there are no pending suits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses.

Principal's Signature

Date

District Administrator's (Superintendent or Designee) Signature

Date

I certify that the teachers in the school that is the focus of this EE: STW application have been fully and appropriately involved in the completion of the school self-study rating and the development of the application.

Teacher Bargaining Unit Representative Signature

Date

***The completed application must be submitted no later than
Friday, July 15, 2011.***

SUBMIT APPLICATIONS TO THE FOLLOWING PARTIES:

Submit **1 original signed paper copy and 1 electronic color copy** by e-mail or CD-ROM of your completed application package to:

Marybeth Casey – Associate, Middle Level Education
State Co- Director NYS EESTW Recognition Program
New York State Department of Education
89 Washington Ave – 319EB
Albany, NY 12234
Mcasey2@mail.nysed.gov

Submit one paper copy and one electronic copy of your application package to:

Dr. David Payton, NYSMSA
State Co- Director NYS EESTW Recognition Program
3041 Williamsburg Dr.
Schenectady, NY 12303
dpayton@nycap.rr.com

*****ELECTRONIC COPIES SHOULD BE***
SUBMITTED AS
ONE
CONTINUOUS COLOR FILE**

NEW YORK STATE
Essential Elements: Schools-to-Watch Recognition Program
2011-12 Application (Seventh Cohort)

Checklist

- _____ The school staff completed the EE: STW Self-Study.
- _____ The self study ratings done by individual staff have been aggregated and the resultant collective, composite EE: STW Self-Study for the school (along with the described evidence) is included in the application package.
- _____ Part I (Descriptive Information) is completed fully.
- _____ Part II (the Narrative) is completed fully with:
- _____ No more than two pages for each of the four EE: STW Self-Study Domains.
 - _____ The top of each page in Part II identifies the EE: STW Domain being addressed.
 - _____ The top header in Part II includes the school's name.
 - _____ The bottom of each page in Part II has a consecutive page number.
- _____ Part III - The Assurances are signed.
- _____ The 2 most recent school report cards are included in the application package.
- _____ An electronic version of the complete application including Part I, Part II, Part III, the Self-Study, and the 2 school report cards has been prepared. The entire package has been consolidated into **1electronic color file** in either Microsoft Word (doc) or Adobe (pdf), with consecutively numbered pages.
- _____ A plan exists to ensure that the completed application package, with any and all attachments and additional information will be sent both in hard copy form and electronic form to both of the following addresses:

Marybeth Casey
Associate in Middle Level Education
NYS Department of Education
89 Washington Ave. - 319EB
Albany, NY 12234
Mcasey2@mail.nysed.gov

Dr. David Payton
Director, EE: STW Recognition Program
3041 Williamsburg Dr.
Schenectady, NY 12303
dpayton@nycap.rr.com