

First Cohort: Statewide Network of Middle-Level Education Support Schools

School	Essential Elements*							N/RC Category**
	#1	#2	#3	#4	#5	#6	#7	
1. Algonquin MS (Averill Park)	X	X						5
2. Barker MS		X			X			5
3. Candlewood MS (Half Hollow Hills)		X	X					6
4. Clarence MS	X	X						5
5. Cohoes MS		X	X					3
6. C. S. Driver MS (Marcellus)	X			X				5
7. Cuba-Rushford MS	X		X					4
8. Dansville MS			X			X		5
9. Garden City MS	X	X						6
10. Greene Central MS					X			5
11. Hommocks MS (Mamaroneck)		X	X					6
12. Ichabod Crane MS (Kinderhook)			X			X		5
13. Jamesville-DeWitt MS	X		X					5
14. Jericho MS	X		X					6
15. Newfield MS			X		X			5
16. O. A. Todd MS (Spackenkill)		X			X			6
17. Oliver W. Winch MS (South Glens Falls)			X			X		5
18. Oteora MS				X				5
19. Owego Apalachin MS			X			X		5
20. Parishville-Hopkinton JSHS		X		X				4
21. Robert E. Bell MS (Chappaqua)		X		X				6
22. Romulus MS				X				5
23. Sidney MS					X		X	5
24. Van Wyck JHS (Wappingers)		X	X					5
25. Victor JHS			X					5
26. Wantagh MS			X			X		6
27. Warwick Valley MS			X					5
28. West Hollow MS (Half Hollow Hills)		X	X					6
Totals	7	12	16	5	5	5	1	

*** Essential Elements of Standards-Focused Middle-Level Schools and Programs:**

1. A philosophy and mission that reflect the needs and characteristics of young adolescents;
2. An educational program that is comprehensive, challenging, purposeful, integrated, and standards-based;
3. An organization and structure that support academic excellence and personal development;
4. Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers;
5. Strong educational leadership and a building administration that encourages, facilitates, and sustains involvement, participation, and partnerships;
6. A network of academic and personal support available for students;
7. Professional learning that is ongoing, planned, purposeful, and collaboratively developed.

**** Need/Resource Capacity (N/RC) Category:**

3 = Urban/Suburban High Need; 4 = Rural High Need; 5 = Average Need; 6 = Low Need

Statewide Network of Middle-Level Education Support Schools

Member School Descriptions

- 1. Algonquin Middle School (Averill Park Central School District)** The Algonquin Middle School has long been committed to supporting both the academic and social/emotional growth of the early adolescent and implementing effective middle-level practice. The Algonquin Middle School has performed well on ELA and Math assessments, often placing in the top ten in the Capital Region (20% of Algonquin Middle School students scored at Level 4 in ELA in 2001-02, representing 9% increase from 1999-00; 23% at Level 4 in mathematics, up 11% from two years earlier), a consequence of the clear alignment of the academic program with the learning standards over the past four or five years. The school offers many opportunities for students to excel (e.g. accelerated courses in math, science and English language arts, after-school enrichment programs, participation in academic competitions such as Odyssey of the Mind, etc). Additional supports include a study skills program, writing labs (gr. 6), Summer Academy; after-school homework help; ILP classes for students in special education classes; and ACCESS (scheduled study halls during which teachers are available for student help). Block scheduling facilitates in-depth instruction as well as critical time for teacher teams to meet and collaborate. The Algonquin Middle School will provide support for Essential Element 1, Philosophy and Mission, and Essential Element 2, Educational Program. **N/RC Category 5**
- 2. Barker Middle School** Barker Middle School has shown significant improvement toward meeting the State standards in ELA and Math. In 2002-2003 it met and exceeded the State index target in ELA. The percentage of students at Levels 3 & 4 on the ELA intermediate assessment rose from 38.4% in 1999-2000 to 67.4% in 2002-2003. The school has embraced the middle-level education philosophy and continues to implement the Essential Elements. Each year the school has made improvements in the organization and structure to promote academic excellence and to develop each student's personal sense of belonging. The school has received strong support from Orleans/Niagara BOCES to further their efforts in implementing a successful middle-level curriculum. The Barker Middle School will offer support for Essential Element 2, Educational Program, and Essential Element 5, Educational Leadership. **N/RC Category 5**
- 3. Candlewood Middle School (Half Follow Hills Central School District)** Candlewood Middle School's students demonstrate consistently high academic achievement on State assessments (in 2001-02, 71% - and 33% of students with disabilities – were at Level 3 or 4 in ELA and 77% -

and 43% of students with disabilities – were at Level 3 or 4 in Math). Staff, organized as interdisciplinary teams, are skilled in using time effectively and in differentiating instruction to reach all students. The curriculum is aligned with State standards, supported by interdisciplinary assignments and projects, and articulated both vertically and horizontally. The school also has an extensive program of personal student development and a well-developed AIS program. Ongoing professional learning is part of the school culture. The Candlewood Middle School will serve as support for Essential Element 2, Educational Program, and Essential Element 3, Organization and Structure. **N/RC Category 6**

4. **Clarence Middle School** Clarence Middle School has had consistently high student achievement in both ELA (68% scoring at Level 3 or 4 in 2001-02) and mathematics (76% scoring at Level 3 or 4 in 2001-02). High academic gains are achieved through focus on individual student needs and attention to implementing the seven Essential Elements well. All students in grade eight take accelerated math. A strong network of extra-curricular activities and schoolwide programs exists to support personal development. The school emphasizes the team structure along with cooperation and collaboration among staff. The curriculum is aligned with the State's learning standards. The school has a effective AIS program. A parent and district plan is in place for sustained support of the overall instructional program. The Clarence Middle School will provide support for Essential Element 1, Philosophy and Mission, and Essential Element 2, Educational Program. **N/RC Category 5**

5. **Cohoes Middle School** The Cohoes Middle School, a high need/resource capacity urban school, has over the last three years achieved a 19% increase in student performance on the math assessment and 17% in English Language Arts. Curriculum, instruction, and academic intervention decisions are based on an extensive review of assessment data that involves all staff members throughout the building, among the teams and within departments. Administration and faculty work together to identify specific standards and key ideas that need to be addressed. Currently they are establishing "exit" outcomes for each grade level. Teachers use the *Teaching for Understanding* model to focus instruction on specific outcomes. They meet in faculty study groups once a week to discuss teaching and learning, review student work and through the use of rubrics they target exemplary performance and areas that need improvement. The Cohoes Middle School is organized in grade level teams and team teaching, collaborative planning, interdisciplinary units are encouraged. To provide additional academic support, new teams have been developed. New courses have also been added. All 6th grade students take an "Academics" course to learn note taking, study and test taking skills and 8th grade students can enroll in Morning Academic Group for enrichment or intervention services. The Cohoes Middle School will

serve as a support school for Essential Element 2, Educational Program, and Essential Element 3, Organization and Structure. **N/RC Category 3**

6. **C. S. Driver Middle School (Marcellus Central School District)** C. S. Driver Middle School has been designated a State-recognized Most Improved School for its increased mathematics scores. The percentage of students scoring in Level 1 in ELA (2% or 3%) and math (6% to 8%) over the past three years indicate that the C. S. Driver Middle School is reaching many of the hardest to teach. Driver is a unique in that it has a 4-8 grade configuration (with elementary math and ELA state assessment results also showing similar improvements). In addition, this middle school explicitly maintains that achievement is directly related to clear expectations and a positive learning environment. It has focused considerable energy on positive youth development activities and developing and maintaining a dynamic balance between an academic focus and a personal development focus. The two Essential Elements for which the C. S. Driver Middle School will lend support are Philosophy and Mission (Essential Element 1) and Classroom Instruction (Essential Element 4). **N/RC Category 5**
7. **Cuba-Rushford Middle School** Cuba-Rushford Middle School has showed continued gains and significant improvement in its Intermediate assessment scores from 1999-2002. Its 2002-2003 ELA scores exceed the State benchmarks. The Cuba-Rushford Middle School is in its sixth year as a middle school. The middle school building-level team continues to focus and address the needs of middle-level education, both academic excellence and personal and social development. This rural school has a strong relationship with local colleges and St. Bonaventure University, and continues to receive district support in a variety of ways. It will focus its support on Essential Element 1, Philosophy and Mission, and Essential Element 3, Organization and Structure. **N/RC Category 4**
8. **Dansville Middle School** The Dansville Middle School has exhibited sustained improvement in both ELA and mathematics, for the general population and for students with disabilities over the past three years. The school was cited in 2002 for "Most Improved" in both ELA and math. Staff have made a conscious effort to provide students with additional and targeted support. There exists, in this small rural school, a highly supportive academic and personalized environment focusing on the individual success for all students (e.g., looping, block scheduling, teams, extra and personal help, etc.). The Dansville Middle School will provide support for Essential Element 3, Organization and Structure, and Essential Element 6, a Network of Academic and Personal Support. **N/RC Category 5**

9. **Garden City Middle School** Garden City Middle School warrants inclusion in this network because of their commitment to the younger adolescent. They have developed a framework for restructuring that supports their mission. This framework is the enhancement of partnerships and communication between school and home, emphasizing academic excellence with building of character, social and personal responsibility. In addition, it displays their vision of success for all students to reach their highest potential. In the school year 2001-2002, students scored high on the mathematics intermediate assessment (25 percent Level 4) and English Language Arts (21 percent Level 4). The strategies and accomplishments this year build on their team structure of planning and teaching that supports students' endeavors. Expanded laboratories, with options for acceleration in mathematics, science and exploratory programs provide opportunities for students to seek rigorous coursework. The staff development efforts support all areas of the curriculum and provide staff with the knowledge to give students opportunities for success. The Garden City Middle School will provide support for Essential Element 1, Philosophy and Mission, and Essential Element 2, Educational Program. **N/RC Category 6**

10. **Greene Middle School** Cited as a "Most Improved" middle school in 2001 and 2002, the Greene Middle School has had remarkable success from 1999 to the present in terms of increasing the percentages of students achieving state standard in both ELA and mathematics. The 2002 assessment results show that Greene Middle School raised to 75 the percentage of students meeting state standard in mathematics and 67 the percentage of students meeting the ELA state standard. One of the key strengths of Greene Middle School is its administrative leadership. The building principal is very much an instructional leader who has a central role in revising curriculum, analyzing data, and identifying professional development needs. The Greene Middle School provides a well-rounded program of personal support that includes inter-school, intra-school and extracurricular activities. Chief among these is the service learning program in conjunction with several local agencies in the community. The Greene Middle School will focus its support on Essential Element 5, Educational Leadership. **N/RC Category 5**

11. **Hommocks Middle School (Mamaronack Central School District)** Beginning with Grade 8 assessment results for the past three years, Hommocks Middle School shows a pattern of steady and positive gains in the percentage of all students achieving state standard in ELA and mathematics. The results are even more impressive when looking at the disaggregated percentages of students with disabilities. Hommocks Middle School has reduced the percentage of students in Level 1 by 20-25 percent in both ELA and mathematics and raised to over 50 the percentage of special education students meeting state standard in

mathematics. The school has a strong focus on positive youth development with programs designed to provide support and enrichment opportunities for all students. The school's configuration into houses is designed to facilitate positive youth development by creating smaller learning communities within the building and allowing students to remain with the same cohort of students for their entire middle-level career. Teachers from each grade level comprise a house team, which provides for common planning time, more opportunities for interdisciplinary teaming and greater familiarity with students. Hommocks Middle School operates a flexible block schedule and offers a rigorous academic program in which all students are now expected to take accelerated coursework in science. It will provide support for Essential Element 2, Educational Program, and Essential Element 3, Organization and Structure. **N/RC Category 6**

12. **Ichabod Crane Middle School (Kinderhook Central School District)** Ichabod Crane Middle School warrants inclusion in this network because it provides for both academic achievement and personal development, based on a set of identified core values that guide the work of the school. These core values include: recognition of diversity of learning styles; the importance of physical and emotional safety for a successful middle school; preparation of students to be productive, successful members of the community; and assurance that all communication reflect attitudes of respect. The positive results of this effort are evident in student performance: in the past three years, the Level 4 population has increased from 11% to 22% in ELA and 9% to 13% in mathematics. In fact, this middle school has been named to the State Education Department's "Most Improved" list for the past two years in ELA. The Ichabod Crane Middle School has instituted individualized AIS programming with reviews of progress occurring every 5 weeks and effective organizational structures (i.e. flexible block scheduling; team teaching structure; and vertical articulation among the school levels. The school guidance and counseling program allows for extensive group and individual counseling opportunities (e.g., Banana Splits, friendship groups, study skills groups). Opportunities for student leadership are available through the school's student mentoring program, peer mediation, and Project Adventure. The school's support focus will be on Essential Element 3, Organization and Structure, and Essential Element 6, a Network of Academic and Personal Support. **N/RC Category 5**

13. **Jamesville-Dewitt Middle School** Jamesville-Dewitt Middle School opened in 1967 as one of the first middle schools in New York State. It has remained a middle school in both name and practice, serving as mentors to other districts and schools interested in implementing the middle-level education philosophy. Traditionally, student achievement scores have been above the average for similar schools. In 2000-01, Jamesville-Dewitt Middle School was in the top ten of all schools in New

York State on ELA. The suburban school is teamed, with houses and a strong advisory program and an active parent-teacher group. The Jamesville-Dewitt Middle School will focus its support on Essential Element 1, Philosophy and Mission, and Essential Element 3, Organization and Structure. **N/RC Category 5**

14. **Jericho Middle School** Jericho Middle School has been chosen for demonstrating academic excellence for inclusion in this network and their consistency in producing exceptional results on the New York State English Language Arts (23 percent Level 4) and mathematics intermediate assessments (25 percent at Level 4). In their ongoing efforts of benchmarking examinations, modeled after state assessments and in-service courses by the English Language Arts, teachers have enhanced the ability to further their students' skills. In addition, a comprehensive plan for personal development provides students with a powerful motivation to achieve their potential. The organization and structure of the school reflects an ongoing commitment to cooperative teamwork, comprehensive interdisciplinary curriculum and providing instruction that is appropriate to the needs of students which displays the ongoing commitment to middle-level education. The Jericho Middle School will support Essential Element 1, Philosophy and Mission, and Essential Element 3, Organization and Structure. **N/RC Category 6**
15. **Newfield Middle School** The rural Newfield Middle School has been designated a Most Improved School for mathematics – since 1999-2000, the percentage of students scoring at proficiency has increased from 42% to 61%. Preliminary 2002-03 data suggest that a similar growth pattern exists for English Language Arts (50% to 55%). In 1999-2000, 42% of students with disabilities scored at Level 1 in ELA; in 2003 preliminary data indicate only 1% were in Level 1. A similar trend exists for math – 63% at Level 1 in 1999-2000 and 11% in 2001-02. The school has instituted teams, advisory, and a flexible schedule to serve students better. The principal serves as the instructional leader promoting and implementing the middle-level philosophy. The Essential Elements for which the Newfield Middle School will offer support are Essential Element 3, Organization and Structure, and Essential Element 5, Educational Leadership. **N/RC Category 5**
16. **O. A. Todd Middle School (Spackenkill Central School District)** Todd Middle School was designated “Most Improved” in both English Language Arts and Mathematics. In 1999, 55% of students were scoring at Levels 3 and 4 in ELA and 50% in mathematics; by 2002, the percentages had increased to 67% in ELA and 72% in mathematics. Students with disabilities also demonstrated achievement gains in 2002. School staff have aligned the curriculum to the State’s standards and developed an organization that promotes collaboration and interaction. The Todd Middle

School also is concerned about the social and personal development of students and has developed a comprehensive Character Education program that is infused throughout the curriculum. The school will serve as a support school for Essential Element 2, Educational Program, and Essential Element 5, Educational Leadership. **N/RC Category 6**

17. **Oliver W. Winch Middle School (South Glens Falls Central School District)** Although Oliver W. Winch Middle School is only in its second year as a grade 6-8 middle school (formerly it was a grade 7-9 junior high), the activities/programs it has initiated in this time indicate that it deserves to be included in the network of middle-level education support schools. The scores of its students on the State Math Assessment have improved so much (in 2001-02, 56 % of the students scored at Level 3, compared with the 46 % who scored at Level 3 in 2000-2001) that the school earned a spot on the State's list of "Most Improved" schools. To ensure in-depth instruction, the Oliver W. Winch Middle School uses a block schedule in which teams of teachers are provided with common planning time and are responsible for a common group of students. The school offers its students the nationally recognized pre-engineering program, Project Lead the Way. Inclusion of special education pupils is part of the program, and extra help is provided to students in two ways. First, students are provided with an after-school activity period three times per week in which they can seek extra help. Secondly, a Peer Tutor Study Program is available through the comprehensive guidance program. Here academically successful eighth graders tutor younger students who are having difficulty with their studies. The guidance program also coordinates a peer group called WAVE (Working Against Violence Everywhere), in which students are trained to work with others to prevent violence. Banana Splits (for students dealing with issues related to separation, divorce and remarriage), peer mediation, and, upon request, individual crisis counseling are available to students. The Oliver W. Winch Middle School will direct its support to Essential Element 3, Organization and Structure, and Essential Element 6, a Network of Academic and Personal Support. **N/RC Category 5**

18. **Onteora Middle School** Onteora Middle School is a high achieving school. On average for the past three years, 60% of students were proficient on the State's ELA intermediate assessment. In 2002, 54% of students scored at Levels 3 and 4 on the math intermediate assessment. Students with disabilities are also demonstrating improvement in their performance on State assessments. Middle school students are assigned to teams. The curriculum has been mapped and benchmarks developed. There are two-year curriculum programs to provide a smooth academic transition from seventh to eighth grade. The school offers an advisor/advisee program. Teachers are skilled in using differentiated instruction to individual learning (tiered assignments, compacting, student

contracts for independent assignments, etc.). Onteora Middle School strives to connect each student in positive ways with the school and with caring adults within the school. It will be a support school for Essential Element 4, Classroom Instruction. **N/RC Category 5**

19. **Owego Apalachin Middle School** The Owego Apalachin Middle School brings to the Network a history of continuous improvement and strong middle-level practices. The school has focused much of its energies on developing a well-functioning middle-grades organization and structure in preparation for moving into a new middle-level school building in the near future. Student achievement in both ELA and math has show modest gains in the percentage of students scoring at Levels 3 and 4. The percentage of students with disabilities scoring at Levels 3 and 4 in ELA (25% in 2000-01 and 33% in 2001-02) and mathematics (27% in 2000-01 and 28% in 2001-02) attest to the integrated nature of the program and the effectiveness of the school's academic and personal support component. The Owego Apalachin Middle School is also initiating a Middle Years Programme through the International Baccalaureate Organization. The two Essential Elements that will be the focus of support for the Owego Apalachin Middle School are Essential Element 3, Organization and Structure, and Essential Element 6, a Network of Academic and Personal Support. **N/RC Category 5**

20. **Parishville-Hopkinton Junior Senior High School** The Parishville-Hopkinton Junior Senior High School has been recognized and cited by the State Education Department for its high academic achievement gains in English Language Arts and Mathematics among small rural schools. Teachers have embraced the middle-level education philosophy and the seven Essential Elements. They use their first period common planning time to discuss both curriculum and student issues. Classroom instruction focuses on reading and writing across the curriculum and employs a variety of effective teaching strategies to engage students in their learning. Interdisciplinary instruction has been aided by common planning time and a flexible block schedule that pairs ELA/social studies and science/math in 90 minute segments. The two Essential Elements that the Parishville-Hopkinton Junior Senior High School will support are Essential Element 2, Educational Program, and Essential Element 4, Classroom Instruction. **N/RC Category 4**

21. **Robert E. Bell Middle School (Chappaqua Central School District)** The Robert E. Bell Middle School has a history of high student achievement. In 2002, 83% of students scored at proficiency (Levels 3 and 4) in ELA and 84% in math. In addition, 27% of students with disabilities scored at proficiency in ELA and 46% in mathematics. Bell Middle School is reorganizing from a 6-8 configuration to a 5-8 configuration. The curriculum is extensive and aligned with the State's

standards. Staff are organized into houses and teams for vertical and horizontal alignment and articulation. Flexible block scheduling is in place. Interdisciplinary approaches are promoted and supported across the subjects. Advisory programs, guidance services, enrichment activities are available to address the personal development needs of young adolescents. Inclusion, an elective enrichment program, and extra help are available to address individual needs and interests. Instruction is varied, appropriate, and research-based. A staff developer is on staff to assist teachers in refining their practice. Educational Program (Essential Element 2) and Classroom Instruction (Essential Element 4) are the two Essential Elements for which Bell Middle School will offer support. **N/RC Category 6**

22. **Romulus Middle School** The Romulus Middle School is concerned with both academic excellence and personal development. In the 2001-2002, students scored high on the mathematics intermediate assessment (17 percent on Level 4). For the past two years, the Romulus Middle School had performance index scores above 190. In an effort to replicate the mathematics increase in scores, the Middle School instituted English Language Arts labs for all eighth-grade students as well as a team teaching approach at the seventh grade level. The District's philosophy, over the past 10 years, is to loop students in the middle level so that each student has the same mathematics, English, social studies, and science for both years. Teachers also have opportunities for interdisciplinary planning and collaboration. Being in a rural community, the Middle School recognizes the need to offer students an After School Advantage Program and to provide a variety of activities including tutoring, group work on projects, etc. A Peer Mediation program not only works with students, parents and teachers but assists in demonstrating appropriate actions in certain circumstances with the students. The Romulus Middle School will focus its support on Essential Element 4, Classroom Instruction. **N/RC Category 5**

23. **Sidney Middle School** Sidney Middle School cites its strong showing on the 2001-02 State assessments when 68 percent of students tested achieved the State standard on the Grade 8 ELA exam and 60 percent met the mathematics standards as sound reason for its consideration. Sidney Middle School's improvement on both assessments has been gradual, improving steadily over the course of the past three years. Among the many positive aspects of the middle school program is its leadership model in which all stakeholders – students, parents, community members, teachers, building and district administrators – have a shared responsibility for the achievement of the school's goals. Sidney Middle School has put in place or has in process many innovative and proven practices (e.g., curriculum maps to ensure vertical and horizontal alignment of the standards-based curriculum across all content areas).

Instructionally, faculty is adopting project-based learning approaches, using flexible collaborative instructional groups, encouraging the use of rubrics by students as an instructional tool, and stressing reading and writing across the curriculum. The Sidney Middle School will concentrate its support on Essential Element 5, Educational Leadership, and Essential Element 7, Professional Learning. **N/RC Category 5**

24. **Van Wyck Junior High School (Wappingers Central School District)** Van Wyck Junior High School is a large 6-8 middle-level school serving over 1300 young adolescents that has demonstrated steady and consistent improvement on State assessments. It is organized by teams to develop a sense of smallness and connectedness among students and staff. Vertical articulation occurs via curriculum departments. The comprehensive instructional program is aligned closely with the State's learning standards and performance indicators. Literacy and numeracy are building priorities and permeate the curriculum. Van Wyck also offers a variety of co-curricular and extra-curricular activities that enrich the curriculum. Staff are now exploring the development of a flexible block schedule and an advisory program to better serve the academic and personal needs of their students. The Van Wyck Junior High School will offer support for Essential Element 2, Educational Program, and Essential Element 3, Organization and Structure. **N/RC Category 5**
25. **Victor Junior High School** Even though it encompasses only grades 7 and 8, Victor Junior High School embraces the middle school philosophy. Its students have made progress on the State's Math assessment. For example, the percentage of students scoring at Level 4 rose from 13 in 2000-01 to 17 in 2001-02, while the percentage of students scoring Level 1 on that same assessment declined from 11 percent in 2000-01 to 3 percent in 2001-02. Students are provided choices — they have the option of taking accelerated courses and participating in an enrichment program that is offered in lieu of taking a study hall. Friday Forums consisting of guest speakers from the community are provided students during their lunch periods. Students requiring extra help may obtain it during an activity period at the end of each school day, or alternatively they may participate in tutoring provided from 6-8 p.m. two nights per week. Those students identified as needing to “catch up” are also invited to participate in a 3-week Summer Academy. The Victor Junior High School instituted a Peer Helpers Program in Spring 2001 whereby student leaders are identified by their peers and are trained to support their peers when dealing with a variety of challenging situations. New teachers are provided with a mentor teacher who works with them (2 full-time mentor teachers are on staff), and the school employs a full-time staff developer to assist teachers. Teachers in the Victor Junior High School are teamed and have common planning time. Next year, to provide more in-depth instruction, class periods will be increased from 38 minutes to 60 minutes.

Victor Junior High School will focus its support on Essential Element 3, Organization and Structure. **N/RC Category 5**

26. **Wantagh Middle School** Wantagh Middle School warrants inclusion in this network because it provides its students with a network of academic and personal support and because it provides an organization and structure that supports both academic excellence and personal development. In 2001-02, Wantagh students did well on both the State Math assessment (20 percent of the students were at Level 4) and the State ELA assessment (27 percent of the students scored at Level 4). Student success on the ELA assessment may be traced to the school's emphasis on reading (each classroom has an in-classroom library of teacher-selected books related to the curriculum and students are required to read at least one book over the summer) and on writing across the curriculum (students are provided with graphic organizers to help them organize their thoughts). The Wantagh Middle School offers students a multi-grade advisory program that provides each child with a personal adult advocate (many are teachers) for the three years they are middle school students. Teachers work together in teams and are provided with the common planning time necessary to effect interdisciplinary instruction. The Essential Elements that the Wantagh Middle School will support are Essential Element 3, Organization and Structure, and Essential Element 6, a Network of Academic and Personal Support. **N/RC Category 6**
27. **Warwick Valley Middle School** The Warwick Valley Middle School offers students a comprehensive educational program that reflects a challenging, integrated curriculum supported by standards-based learning materials. Certified, competent and caring faculty and staff support students. Student achievement in both ELA and math has consistently been above the average for New York State. The school itself is organized into houses and interdisciplinary teams. The structure provides for seventh and eighth grade looping, flexible scheduling, an advisory program, and an after-school care program. The Warwick Valley Middle School will focus its support on Essential Element 3, Organization and Structure. **N/RC Category 5**
28. **West Hollow Middle School (Half Hollow Hills Central School District)** The West Hollow Middle School has a tradition of high student achievement. In 2001-02, 75% of students scored at Level 3 or 4 in ELA and 84% scored at Level 3 or 4 in math. The school also demonstrated a marked improvement in the percentage of students with disabilities scoring at Level 3 or 4 in both ELA and math. Staff, organized as interdisciplinary teams, are skilled in using time effectively and in differentiating instruction to reach all students. The curriculum is aligned with State standards, supported by interdisciplinary assignments and projects, and articulated both vertically and horizontally. The school also

has an extensive program of personal student development and a well-developed AIS program. Ongoing professional learning is part of the school culture. The West Hollow Middle School will serve as support for Essential Element 2, Educational Program, and Essential Element 3, Organization and Structure. **N/RC Category 6**

Support School Contact People and Addresses

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