

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Barbara A. Raber

Official School Name: Lakeville School

School Mailing Address:  
47-27 Jayson Ave  
Great Neck, NY 11020-1254

County: Nassau State School Code Number\*: 28-04-07-03-0008

Telephone: (516) 773-1490 Fax: (516) 773-1794

Web site/URL: http://GREATNECK.K12.NY.US E-mail: BRABER@GREATNECK.K12.NY.US

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Ronald Friedman

District Name: Great Neck UFSD Tel: (516) 773-1405

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Barbara Berkowitz

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 4         | Elementary schools  |
| 2         | Middle schools      |
|           | Junior high schools |
| 3         | High schools        |
| 1         | Other               |
| <b>10</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 20853

Average State Per Pupil Expenditure: 17330

**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. 24 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			0	7			0
K			0	8			0
1	76	65	141	9			0
2	61	67	128	10			0
3	80	78	158	11			0
4	73	66	139	12			0
5	92	69	161	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							727

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
39 % Asian  
3 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
50 % White  
2 % Two or more races  
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	29
(4)	Total number of students in the school as of October 1.	698
(5)	Total transferred students in row (3) divided by total students in row (4).	0.042
(6)	Amount in row (5) multiplied by 100.	4.155

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 45

Number of languages represented: 13

Specify languages:

Burmese, Cantonese, Farsi, French, Hebrew, Hindi, Japanese, Korean, Malayalam, Mandarin, Russian, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 59

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 11 %

Total Number of Students Served: 78

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>12</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>23</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>7</u>
Paraprofessionals	<u>11</u>	<u>23</u>
Support staff	<u>12</u>	<u>13</u>
Total number	<u>76</u>	<u>43</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	97%	97%	97%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	7%	6%	5%	6%	4%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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The mission of Lakeville School is to create an instructional environment that fosters the intellectual, emotional, social and physical development of each child. We hope to instill a love of learning that continues throughout life by providing teaching that informs, inspires and challenges. We strive to bring about an awareness and conviction that we all make a difference as we prepare students for roles as responsible members of a democratic society.

Lakeville School has traditionally been the largest elementary school in Great Neck and currently has an enrollment of 727 students in grades 1-5. We pride ourselves in maintaining small, heterogeneously grouped classes, while offering a rigorous and challenging instructional program.

Our school is a blend of children from traditions spanning the world, with fifty percent of our population speaking a second language. We are a melting pot that embraces and encourages the sharing of wonderful traditions. Our families are dedicated to quality education and support the school's mission. We have welcomed many first generation parents into the life of our school by involving them in school-wide committees and events.

Lakeville's PTA is an essential partner that works collaboratively with building leadership and staff to foster the home/school connection. This model educational environment leverages the best of what home and school has to offer. This is accomplished through myriad activities, including Family Game Night, Cultural Heritage Celebrations, Community Outreach, Allergy Awareness Programs, and a Parent Teach-In. Our PTA is truly a bridge that encourages and supports Lakeville.

Involved staff members understand they have a long-lasting influence on their students, which necessitates good practice, significant preparation and supportive collaboration. To ensure that our teachers are involved in current educational methodologies in education, they attend formal workshops, intra and inter building courses, conferences, and school visitations. A school-wide buddy system, building level Teacher/Learning Conferences (TLC), and district mentoring programs provide new teachers opportunities to integrate into the culture of our school.

Our staff adapts teaching methodologies to the learning styles of all children. We support the state and district in their shared philosophy that a mainstream instructional environment benefits all children. Toward this end, our Co-teaching and Consultant Teacher Direct models, within the general education population, promote a collegial, socially appropriate and interactive setting. Teachers collaborate regularly with parents and support service personnel, while also encouraging children to implement self-monitoring strategies as they evolve into independent and productive learners.

In addition to a comprehensive instructional program, we offer an after-school homework center and a variety of enrichment and remedial activities, before and after the regular school day. For example, Lakeville's fourth grade Lego program includes building Mindstorm NXT robots that talk and move. Our fifth graders are introduced to the absolute nature of DNA, and its implications, as they engage in a variety of lab experiments. Intermediate grade students participate in "Mix-it Up Day - Bring Down the Walls," encouraging inclusiveness as children interact in different social groups. An intergenerational celebration in the spring couples grandchildren and grandparents/special persons in a festive morning of activities where more than 500 guests spend quality time at Lakeville.

Our school provides a child-friendly environment that promotes a love of learning, fosters respect for others, and cultivates an appreciation for the contributions of a diverse society. Each day our children eagerly walk through our doors and look forward to the challenges that await them. We truly believe that

Lakeville deserves to be recognized as a Blue Ribbon School since it provides an optimum setting for young people to confidently move forward and reach their full potential.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

New York State measures student progress toward achieving the State Standards in English Language Arts and Mathematics by identifying a child's performance as falling into one of four levels: Level 1 - Below the Standards, Level 2 - Approaching the Standards, Level 3 - Meeting the Standards, and Level 4 - Exceeding the Standards. For children to be considered demonstrating an understanding of the knowledge and content expected at their grade, they must achieve a Level 3 or a Level 4.

As our data tables indicate, Lakeville has three years of test data in both ELA and Mathematics for third grade. The percent of students taking the 2006-2008 Grade 3 ELA assessments ranges from 97% to 98%. The percent of students taking the 2006-2008 Grade 3 Math assessments ranges from 99% to 100%. Third grade scores on both the ELA and Mathematics exams have been consistently high. On ELA, the combined percent of students meeting/exceeding the NYS Standards ranges from 95% to 99% and in Mathematics, the percent of students meeting/exceeding the Standards ranges from 99% to 100%.

In fourth grade, we have five years of test data in both English Language Arts and Mathematics. The percent of students taking the 2004-2008 Grade 4 ELA assessments ranges from 96% to 99%. The percent of students taking the 2004-2008 Grade 4 Math assessments ranges from 99% to 100%. Fourth grade scores in both ELA and Mathematics continue to be high. In ELA, the combined percent of students meeting/exceeding the NYS Standards ranges from 91% to 97% and in Mathematics, the percent of students meeting/exceeding the Standards ranges from 97% to 100%.

As our data tables specify, there are three years of ELA and Mathematics assessment data for fifth grade. The percent of students taking the 2006-2008 Grade 5 ELA assessments ranges from 99% to 100%. The percent of students taking the 2006-2008 Grade 5 Math assessments has consistently been 99%. Fifth grade scores in both ELA and Mathematics have been consistently high. In ELA, the combined percent of students meeting and exceeding the NYS Standards ranges from 94% to 97% and in Mathematics, the percent meeting/exceeding the Standards ranges from 97% to 98%.

At each grade level, one or two fewer children take the ELA exam than the Mathematics test. The discrepancy in these statistics is primarily due to the NYS regulation stating, *children who have been in the United States less than one year are not required to take the ELA exam.*

In all grade levels, Lakeville has two statistically significant subgroups, Socio-Economic Disadvantaged Students and Asian Students. Additionally, although our Black and Hispanic populations are considerable, they do not comprise 10% or more of our population. All of our subgroups continue to make annual yearly progress (AYP). On both state assessments, the number of students in the Socio-Economic sub-group who meet the Standards fluctuates the most, since this category includes some of our most severely learning disabled students. At all grade levels, and on both assessments, almost 100% of our Asian population continues to perform at the highest level.

During the last five years, the ethnic makeup of Lakeville's student population has dramatically changed. The statistics for the 2008-2009 school year indicate that approximately 50% of our students speak a second language at home, up from 35% in 2003. Despite our changing demographics, the vast majority of Lakeville students continue to demonstrate proficiency on all NYS Assessments. As a result of our successful performance, our ongoing goal is to boost each child's achievement from year to year and to increase the number of students who meet the standards with distinction.

## 2. Using Assessment Results:

The administrators and staff at the Lakeville School recognize the importance of using assessment data to improve student achievement and overall school performance in all academic areas. Standardized test results, as well as formal and informal classroom performances, are analyzed in terms of student strengths and areas in need of improvement. These analyses are then utilized to plan instruction and monitor student learning.

Once the results of a standardized test are received, a detailed analysis that focuses on the number of students in each category (below, approaching, meeting and exceeding the standards) and subgroup is prepared. At each grade level and in each subgroup, items the students did well on and items that challenged them are pinpointed. Wrong answer patterns are also examined and a plan of instruction that targets specific skills/concepts is written. Materials that focus on these identified areas are developed. For example, after analyzing the 2008 English Language Arts Assessment, it became apparent that third and fourth grade students had difficulty identifying *most important* versus *less important* details. Overall, questions that ask children to select the *most likely*, *most important* and *best* answers appeared to be the most challenging for our youngsters. Teachers utilized this information to focus on developing increased understanding of main idea and details. In a previous year, it was noted that fifth-graders had difficulty identifying and understanding figurative language. To improve instruction and learning in this area, we provided a staff development workshop that focused on creative ways to engage children in the identification of literary techniques.

Data analysis is a critical component of ensuring student learning. Therefore, staff is continually examining the types of skills being assessed, what makes a question more difficult, and what the data tells us about our students' strengths and growth areas. Using this data, we look to effectively modify instruction to assist our students in becoming more successful learners.

## 3. Communicating Assessment Results:

Communicating assessment data and student performance to parents, students, our community and staff is a priority. A Parent Report explaining each child's State assessment results and performance level is mailed home upon receipt from New York State. In early fall, a PTA meeting is held to describe the format, content, skills, and standards measured by the State assessments. Additionally, previous school-wide results are shared and suggestions for how parents can support learning at home are provided.

Meetings are scheduled to disseminate and interpret performance data to the parents of SEPTA and LEP students. To assist the parents of our culturally diverse school population, testing information is available in many languages. Furthermore, for students requiring a more rigorous, challenging program, a separate parent meeting is held to discuss how assessment data is used to identify this population.

The Shared Decision Making Committee (SDMC) further helps to communicate assessment data to our parents and the community. This information is part of our annual SDMC final report, presented at a district meeting. Central administration shares assessment results at Board of Education meetings and newspapers report school and district performance.

Reporting individual scores is ongoing. A report card, aligned with New York State Learning Standards, is mailed home prior to fall and spring conferences so that parents can be informed participants. Additionally, teachers use student portfolios to illustrate and support data.

We consider our staff an integral part of the school community. Faculty meetings serve as an overarching forum for sharing school performance data on state tests. Grade level meetings and other team type venues are an ongoing feature of our internal communication and leads to varying kinds of discerning analyses.

Teachers share student performance with their pupils, which allows them to develop an understanding of concepts that need reinforcement. Students are also made aware of their performance through small group review and peer conferencing.

We, at Lakeville, believe that an informed community is paramount to maximizing student achievement.

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#### **4. Sharing Success:**

The Great Neck Public Schools support and recognize the uniqueness of our individual schools. Collaboration and shared success are ongoing as we continuously strive to reach academic distinction. This climate enables our students to flourish.

District-wide opportunities to exchange ideas are encouraged through meetings established by central administration and the Board of Education. Professional Learning Communities enable us to analyze data, share projects, and promote innovative curricula. At principals' meetings, instructional methodologies are explored and evaluated. The discussions that ensue enable participants to evaluate alternative educational pathways. Within this supportive atmosphere, Lakeville is free to relate its own successes, not for the sake of boasting, but to raise the level of educational excellence that is achieved when professionals work together for the common good.

Innovative and original presentations offered by Lakeville teachers are shared throughout the district. For example, as our fifth graders study a unit on immigration, we invite administrators and teachers from other buildings to visit our reenactment of immigrants arriving at Ellis Island. Other noteworthy opportunities created by staff include original workshops, visitations, and summer curriculum writing.

Support Service personnel throughout the district meet regularly to collaborate and discuss aspects of their instructional programs. Although these may vary in each school, their commonalities make this collaboration a productive avenue for sharing success.

The Blue Ribbon Award, while school based, is truly an acknowledgement of a district that promotes collaboration, best practices and school based management. Should we receive this prestigious recognition, we are committed to continuing the practice of sharing our programs with others.

We look forward to the continuation of our open door policy to encourage collegiality and shared experiences. Our goal is to continually evaluate our performance, and to always strive for excellence.

"The wisest mind has something yet to learn." George Santayana

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At Lakeville, we aspire to equip our children with the knowledge and skills needed to understand our history and prepare for the future. In order to achieve these significant goals, we provide a core curriculum that consists of Language Arts, Mathematics, Social Studies, Science, Technology, and Visual and Performing Arts.

Our Language Arts program is geared to helping each child become increasingly adept at understanding and using the English language. We teach background knowledge that calls for children to make connections between words in print and the world around them. Writing is an integral part of our Language Arts curriculum and this year, we are continuing our participation with Columbia University's Writing Project. Children engage in a variety of writing tasks to build concepts about print, improve comprehension, connect prior knowledge to what has been read, while formulating new ideas or clarifying old ones. Children learn to become effective writers who plan, draft, revise, edit and publish their work.

In mathematics, we focus on providing students with the information and insight they need to function in a world dependent upon mathematical applications. We strive to develop children's conceptual understanding, procedural fluency and problem solving abilities. Our classroom instructional program attempts to actively involve children in the learning process by blending hands-on activities, problem solving experiences, and data interpretation.

Social Studies lessons help students understand their roots, see the connections to the past, comprehend their context, and recognize the commonality of people across time. They begin to appreciate the delicate balance of rights and responsibilities in a democratic society, and develop the habits of thoughtful analysis and reflective thinking.

Our society has become more scientifically oriented. Students learn to become informed decision makers and effective problem solvers. This is accomplished through inquiry skills, positive attitudes regarding the environment and the earth's finite resources, and the acquisition of knowledge about the natural world.

Information Technology is integrally infused into all aspects of the instructional program. The goal is to create an educational environment that is strengthened and supported by information and communication. An important component of the program is to teach students how to collaborate with peers and use technology in a responsible way to locate, evaluate, and present information. A new Board of Education policy addresses security issues calling upon all of us to exercise discretion, and to be alert to the many ways electronic communication can be misused or hurtful to individuals or groups. At Lakeville, we practice informational technology etiquette and safety.

Understanding and experiencing the arts impacts on children's developmental growth. Our visual and performing arts program consists of a fine arts curriculum, general music classes, and instrumental performances. Students study art history while also learning a variety of techniques that employ different media in the exploration of texture, shape, color and design. Our general music classes teach an appreciation of song, movement, and composition, while the instrumental classes offer weekly lessons in either band or orchestra. Our art and music specialists work in conjunction with classroom teachers to support the classroom curriculum.

Our teachers utilize a wide variety of classroom practices to deliver instruction in all curriculum areas. Since new information is linked to previously learned concepts, teachers activate prior knowledge and

introduce children to new learning through whole class mini-lessons, guided practice, and problem solving experiences. Once new information has been taught, children engage in a variety of multi-modal tasks, either independently or collaboratively. Small group instruction enables teachers to target specific skills of a select group of pupils; one-on-one instruction also provides a venue for enrichment, reinforcement or remediation. Additional instructional strategies to enhance meaning include learning centers, stations, tiered activities, investigations, and independent study.

#### **2a. (Elementary Schools) Reading:**

Lakeville School has a balanced reading program. We provide a firm foundation in the skills and strategies that students need to become independent readers, while exposing them to literature that fosters a love of reading.

Teachers use literature-based reading series that focus on the five crucial areas identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary development, and strategies for comprehension. This is supplemented by class sets of novels and nonfiction trade books, as well as Beck and McKeown's "robust" vocabulary instruction. Our extensive remedial program includes research-based interventions tailored to meet our pupils' needs. We challenge our advanced students using higher level literature.

Children are systematically and explicitly taught phonics and other word recognition strategies that they need to become fluent readers. They learn to think about what they read, to connect what they read to their lives, to read for information, and to critically evaluate what they read. Through reading both fiction and nonfiction literature, children build a strong foundation of background knowledge. We stress the comprehension aspect of reading even before children can read by themselves. They learn many important comprehension strategies as they listen to and discuss the literature that is read to them. Our literacy program is enhanced by technology; we use computer programs to motivate students and strengthen their skills. The literacy progress of our students is constantly monitored, using a variety of techniques. Running Records, QRIs, Woodcock Johnson Word Attack, DIBELS, etc., are administered individually. Group assessments include Degrees of Reading Power, Gates MacGinitie Reading, and Criterion Reference Tests. Additionally, the principal and reading resource teacher meet bi-annually with each classroom teacher to discuss the performance and progress of every student.

A successful, challenging and relevant reading program is a work in progress. We are always looking for ways to modify, improve and enhance our reading instruction.

#### **2b. (Secondary Schools) English:**

This question is for secondary schools only

#### **3. Additional Curriculum Area:**

We live in a rapidly changing world in which people are increasingly more dependent on understanding and applying mathematical concepts. Every day, we are required to use sophisticated math skills to make knowledgeable decisions and interpret data. To ensure that Lakeville students have the opportunity to learn mathematics with the depth and breadth they will need to have productive futures, we have developed a program that builds a solid foundation in all the content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability.

Our teachers utilize an eclectic approach to instructing students in mathematics. The district curriculum, which is aligned with the New York State Standards, outlines the specific scope and sequence. Hands-on

experiences, utilizing a variety of manipulatives, are augmented by the use of a textbook and individual explorations to help children learn to represent mathematical ideas, make connections and communicate their thinking. Literature and technology applications also strengthen our youngsters' ability to become flexible thinkers and competent problem solvers.

We believe that algebraic thinking has become a vehicle for exploring the world and its regularities, a way of interpreting and understanding situations in daily life. As a result, promoting algebraic reasoning in our Lakeville classrooms has become a priority. Our youngest students study patterns to develop an awareness of regularities and find ways to represent them. In third, fourth and fifth grade, we begin to teach children that mathematical models are both descriptive and predictive. The three most important concepts they encounter and begin to understand are *equality, change, and probability*.

To maximize the learning experiences of all our students, our differentiated classroom instructional program is supplemented by enrichment and remediation activities that promote children's problem solving abilities, procedural fluency, and conceptual understandings. At Lakeville, we believe that "math and success add up."

#### **4. Instructional Methods:**

Lakeville recognizes the importance of differentiating instruction to maximize each student's learning. Individual needs are addressed within the classroom and through school-wide services.

Differentiating the content, process and product is an integral part of Lakeville's philosophy. Classroom modifications are implemented to address the academic, physical, psychological, and social needs of students. Teachers consider compacting, independent study, questioning techniques, and seating arrangements to accommodate specific student needs. Classroom teachers differentiate what is taught by assessing students and forming flexible groups.

The developmental reading program, in fourth and fifth grade, is based on a departmentalized model. Students across each grade are assigned to a homogeneous reading group. This allows weaker students to be instructed in small groups by reading specialists, LEP students by the ESL teacher, and the advanced students challenged by the teacher of the gifted.

School-wide services augment classroom instruction in meeting the varied academic needs of our children. Programs, such as Reading Recovery, SIR (remedial reading), AIS, Wilson Reading, LEP Support, Math Lab, Advanced Math, and Gifted & Talented modules enable us to target specific academic needs. Additionally, we offer many before and after-school enrichment opportunities for students, e.g. Chess, Scrabble, Spanish, Latin, Endangered Species, Project Jason, Mathletes, Math Olympiad, LegoLogo, and Robotics. These activities encourage and stimulate children to cultivate new interests, while providing teachers an opportunity to share their expertise.

Our Instructional Support Team (IST) meets weekly to discuss high-needs students. The team comprises building administration, a school psychologist, the school nurse, and a specialist in each of the following areas: resource room, speech/ language, social work, ESL, reading, and enrichment. The classroom teacher presents data and the team generates suggestions for classroom interventions.

While expectations for student performance are standard, each student's path is unique. At Lakeville, we recognize that our charge is to cultivate and broaden intellectual acuity.

## **5. Professional Development:**

Professional development is an ongoing process that ensures staff members continue to learn. We believe that excellent staff development is critical to our goal of quality education for all children. Toward this end, we have designed a multi-faceted staff development approach that provides opportunities at the school and district levels, as well as outside of Great Neck.

For the past two years, Lakeville has been participating in a district initiative that targets student writing. This program involves intensive teacher training both at our school and Columbia University's Teachers College. Several times throughout the school year, a TC trainer visits Lakeville to provide demonstration lessons and to assist teachers in the implementation of best writing practices within the classroom. Additionally, staff is encouraged to attend TC Calendar Days, where lecturers provide insight into the skills and strategies children need to enhance writing techniques.

There are numerous opportunities for professional development at the school level. During our faculty meetings, administrators, staff, district consultants and guest speakers provide information on topics that include an introduction to new content and pedagogy, trends in education, new educational websites and an analysis of test data. Teachers also participate in intra-building workshops and Professional Learning Communities. This format enables staff to improve student learning by discussing the best available research, reviewing the most current resources, and sharing how this knowledge can be integrated into their teaching practices.

Technological advancements continue to be at the forefront of our staff development offerings. In addition to the district Technology Academy, building level courses and one-on-one training with our staff developer are available. These opportunities ensure that staff becomes proficient in technology initiatives, e.g., SmartBoards, OPAC library book selection, and software.

Lakeville's professional development program seeks to deepen and broaden teachers' knowledge of content and pedagogy. Our goal is directed toward improving student achievement by addressing the many complexities inherent in the teaching/learning process.

## **6. School Leadership:**

At the core of Lakeville's leadership team is a principal and an assistant principal. They share a philosophy of constructing meaningful collaboration within the school community. Accessibility, open communication, and ongoing accountability are paramount to the successful achievement of all students. Formal teacher groups meet regularly to discuss and evaluate curriculum, programs, staff development opportunities, and school-wide practices. Teacher initiative is strongly encouraged and the high-energy flow within the school promotes participation in the leadership process.

The principal relies on myriad resources available for improving and evaluating student achievement. Bi-monthly faculty meetings are held to share recent trends in education, provide time to frame actions for improvement, and encourage ongoing feedback. Fall and spring Curriculum Review Meetings held with the principal, reading consultant, and each classroom teacher address individual student progress in order to maximize performance. Professional Learning Communities provide time for staff to interact collaboratively as they focus on improving student learning.

Building leadership is responsible for observing and evaluating staff. This evaluation process is interactive and ongoing. It involves an assessment of all aspects of a teacher's professional performance over the school year. Pre and post observation meetings identify instructional effectiveness, knowledge of content, tools of implementation, and professional responsibility in the total school setting. Level of performance in each of the identified domains is considered during this process.

Parent communication is essential for school success. The principal encourages and welcomes parents to participate in classroom events, school-wide programs, and cultural diversity projects. Health/safety initiatives that support and emphasize nutrition, medical awareness interventions, and emergency disaster procedures unite parents, administration, and staff. Parent volunteers are solicited by the principal to translate for our school's linguistically diverse population during parent/teacher conferences, PTA meetings, and school events.

In summary, the leadership team of the Lakeville School provides strong guidance, fosters innovative and creative teaching practices, increases the efficient running of the facility, and promotes a shared purpose. Together, these actions result in a productive milieu that focuses on improving student achievement.

## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Grade 3 Math

Edition/Publication Year: 2008/2007/2006

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	100	99	100		
Level 4	69	71	74		
Number of students tested	134	141	134		
Percent of total students tested	99	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	100	100	100		
Level 4	33	50	31		
Number of students tested	15	12	13		
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 and 4	100	100	100		
Level 4	81	81	80		
Number of students tested	43	52	46		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State Math Test was not available for Grade 3 prior to the 2005-2006 school year.

Subject: Reading

Grade: 3 Test: New York State Grade 3 ELA

Edition/Publication Year: 2008/2007/2006

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	99	96	95		
Level 4	43	33	23		
Number of students tested	134	137	130		
Percent of total students tested	98	97	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	100	100	80		
Level 4	40	17	25		
Number of students tested	15	12	10		
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 and 4	100	96	98		
Level 4	57	43	23		
Number of students tested	42	49	45		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State English Language Arts Test was not available for Grade 3 prior to the 2005-2006 school year.

Subject: Mathematics

Grade: 4 Test: New York State Grade 4 Math

Edition/Publication Year: 2008/2007/2006/2005/2004 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	May	Jan
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	100	99	97	99	99
Level 4	77	82	65	85	78
Number of students tested	151	141	148	162	169
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	100	93	92	100	100
Level 4	30	50	55	67	30
Number of students tested	10	15	12	18	10
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 and 4	100	100	100	100	100
Level 4	94	81	81	90	82
Number of students tested	62	52	42	63	57
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: New York State Grade 4 ELA

Edition/Publication Year: 2008/2007/2006/2005/2004 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	96	96	97	91	95
Level 4	38	37	21	54	51
Number of students tested	148	139	144	161	165
Percent of total students tested	99	98	96	98	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	70	79	100	72	80
Level 4	0	18	18	31	25
Number of students tested	10	14	11	18	10
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 and 4	100	96	100	97	100
Level 4	43	41	33	67	63
Number of students tested	60	51	42	60	55
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: New York State Grade 5 Math

Edition/Publication Year: 2008/2007/2006

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	98	97	97		
Level 4	77	64	66		
Number of students tested	158	156	167		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	87	87	93		
Level 4	46	54	36		
Number of students tested	15	15	15		
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 and 4	100	100	100		
Level 4	84	82	81		
Number of students tested	63	45	67		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State Math Test was not available for Grade 5 prior to the 2005-2006 school year.

Subject: Reading

Grade: 5 Test: New York State Grade 5 ELA

Edition/Publication Year: 2008/2007/2006

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
<b>SCHOOL SCORES</b>					
Level 3 and Level 4	97	94	95		
Level 4	20	25	42		
Number of students tested	156	156	167		
Percent of total students tested	99	99	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	87	80	93		
Level 4	13	25	29		
Number of students tested	15	15	15		
<b>2. Racial/Ethnic Group (specify subgroup): Asian</b>					
Level 3 and 4	100	100	100		
Level 4	17	26	75		
Number of students tested	64	43	67		
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The New York State English Language Arts Test was not available for Grade 5 prior to the 2005-2006 school year.

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