

U.S. Department of Education

November 2002

**2002-2003 *No Child Left Behind-Blue Ribbon Schools Program*
Cover Sheet**

Name of Principal-Ms. Brezetta Griffith Bullock

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

Official School Name -Longfellow Elementary School

School Mailing Address-625 South Fourth Avenue

(If address is P.O. Box, also include street address)

Mount Vernon,

New York 10550

City
digits total)

State

Zip Code+4 (9

Tel. (914) 665-5100

Fax (914) 665-5096

Website/URL www.mtvernoncsd.org

Email bgriffith@mt.vernon.lhric.org

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

Date _____

(Principal's Signature)

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

Name of Superintendent -Ms. Brenda Smith

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

District Name-Mount Vernon Board of Education Tel. (914) 665-5000

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson

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

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

Mr. Jerald Coleman

Date _____

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

Technical Specifications

Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number; provide the nine-digit zip code, the school's Web address, and the email address.
2. **Paper, Spacing, and Type Size.** All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.
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3. **Copies.** Each school submits three copies (the original plus two) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the two copies may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** The school also submits the application on a 3.5-inch floppy disk that contains the entire application. The file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel in PC format.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices.
7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 200 words. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.
8. **Submission.** All applications are submitted to the U.S. Department of Education at the following address:

J. Stephen O'Brien
No Child Left Behind - Blue Ribbon Schools Program

Office of Intergovernmental and Interagency Affairs
U.S. Department of Education
400 Maryland Avenue SW, 5E205
Washington, DC 20202-3521

PART I - ELIGIBILITY CERTIFICATION

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district: 11 Elementary schools
2 Middle schools
0 Junior high schools
2 High schools
15 TOTAL

2. District Per Pupil Expenditure: \$12,578.00
 Average State Per Pupil Expenditure: \$8,200.00

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. 3 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total	
K	40		27	7				
1	33		42	8				
2	44		39	9				
3	38		35	10				
4	33		34	11				
5	44		46	12				
6	34		36	Other				
525 TOTAL STUDENTS			TOTAL STUDENTS IN THE APPLYING SCHOOL					

6. Racial/ethnic composition of the students in the school: 0 % White
99 % Black or African American
1 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2386 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	20
(2)	Number of students who transferred <i>from</i> the school after October 1	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	525
(5)	Subtotal in row (3) divided by total in row (4)	23.86
(6)	Amount in row (5) multiplied by 100	2386

8. Limited English Proficient students in the school: 1 %
5 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 75 %
372 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program,

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

10. Students receiving special education services: 14 %
35 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>11</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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> </u>
Classroom teachers	<u>25</u>	<u> </u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u> </u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>41</u>	<u>5</u>

12. Student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	89%	<u>92%</u>	<u>90%</u>	<u>87%</u>	<u>91%</u>
Daily teacher attendance	98%	<u>99%</u>	<u>97%</u>	<u>98%</u>	<u>96%</u>
Teacher turnover rate	2%	<u>2%</u>	<u>1%</u>	<u>1%</u>	<u>1%</u>

Student dropout rate	0	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	0	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

14. **(High Schools Only) Show** what the students who graduated in Spring 2002 are doing as of September 2002.

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Longfellow Elementary School in Mount Vernon, New York has a school population of 525 students in grades K-6. We are proud of our academic accomplishments and sustained success. Over 90% of our students achieve on or above the New York State Standards in Reading, Math and Social Studies. The National Urban League has recognized us as one of the state's most improved schools. We are a Title 1 School with 75% of students receiving free and reduced lunch. Ninety nine percent of our students are of African American heritage.

Based on scientific research, we implemented programs and varying techniques to ensure academic success. Teachers, specialists, administrators, parents, and children worked collaboratively to redesign our delivery of instruction.

We analyzed the results of the previous years' ELA test, SAT 9, and DRA results. Strengths and weaknesses of the students' academic performance were taken into consideration. After a comprehensive investigation of the results, we researched various methodologies, and implemented an extremely organized, yet balanced, form of instruction.

Parent workshops were and continue to be held in the evenings. These

workshops provide parents with the skills needed to assist their children. On-going staff development is also in place. Visitations to school districts that are similar to ours in demographics, and have an excellent achievement rate, are also toured on a regular basis. In addition to including outside assistance we also transformed the culture of our classrooms.

A writing formula was developed which all students use across the curriculum. This writing formula is highly organized yet it allows for creativity and voice. The use of rubrics, word walls, graphic organizers, proofreading checklists, daily journal writing, cut and paste, flip and find, and highlighting techniques, have all been successfully employed in our curriculum.

Our classrooms are literature rich, and we continue to build our classroom libraries. Weekend and vacation packets are specifically designed for the students. After school tutoring and before school tutoring is another component of our program. On -going assessment, focusing on both student strengths and weaknesses is fundamental in this success.

The research put forth by Howard Gardner, Fontas and Pinnell, Marie Clay, The Irlen Reading Method, Orton Gillingham, to name a few, have been essential in the development of our plan.

At Longfellow School our vision is clear. We work together as a family to provide an education that nurtures the whole child. We believe that we create our realities and we assist children in the creation of theirs; therefore our expectations are that of excellence and we believe that all children are capable of success. The children at Longfellow are in an environment where success is expected. Our success is based on collaboration, integration, investigation, and the belief that all children can succeed!

PART IV - INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind - Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status that is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- c. Attach all test data to the end of this application and continue to number the pages consecutively.

The state tests that have been used to determine our success are the New York State English Language Arts Exam and the New York State Mathematics Test. Both of these tests were given to all children in grade four. There were not any students in this school who were excluded from these tests. All fourth grade students, including those with handicapping conditions were tested. The latter were tested according to their IEP modifications. The following data indicates academic achievement for English Language Arts and Mathematics in the school years: 1999-2000, 2000-2001, 2001-2002, and 2002-2003.

Levels 1 through 4 are used to determine a child's performance level. According to the New York State Standards for English Language Arts at level 4 students consistently demonstrate understanding of written and oral text beyond a literal level. They can analyze and interpret a variety of texts, identify significant story elements, compare and synthesize information from related texts, and form insightful opinions, using extensive supporting details. Students' writing is well organized, thoroughly developed, and uses sophisticated and effective language, with few or no errors in spelling, grammar, or punctuation. At the level 3 range, according to New York State students demonstrate understanding of written and oral text with some attention to meaning beyond the literal level. They can gather information, make inferences, identify theme or main idea, understand character actions, and make connections between two related texts, providing some supporting information. Students' writing is generally focused and organized, with minor errors in spelling, grammar, or punctuation that do not interfere with readability. During the 1998-1999 School Year only 13% of our children were on or above level 3 in English Language Arts. After a shifting of our teaching paradigm, 92% of our children were on or above level 3 in the 1999-2000 school year. We continued our success with sustained comprehensive focus and on-going analysis of testing data. During the 2001-2002 school year 80% of our students scored on or above level 3. In the school year 2001-2002, 93% of all our fourth graders scored on or above level 3 on the New York State English Language Arts Exam.

We have also been successful in our achievement in Mathematics. According to New York State rubrics for Mathematics, at level 4, students order decimals; identify decimal place value; use percent; use estimation; apply graphical data; predict effect of a biased sample; identify equivalence within a measurement system; find linear, square, and cubic measure; model solid figures; predict probability; identify arrangements and combinations; create and describe patterns; explain reasoning; draw conclusions and

analyze situations. At the level 3 in Mathematics students consistently solve multi-step problems; identify odds/evens; order fractions; use manipulative to model decimal relationships; identify percent; collect, organize display, and interpret real-world data; use appropriate units of measure; identify points, lines, rays, planes, polygons; identify faces of solid figures; express probability; extend a numerical pattern; and justify a reasonable solution. During the 1998-1999 School Year only 48 % our children were on or above level 3 in Mathematics. By the School Year 1999-2000, 85% of our students were now performing at or above level 3. In the School Years 2000-2001, 2001-2002, Ninety seven percent of our children scored on or above a level 3 in Mathematics.

Our academic excellence is not an accident. It is due to constant monitoring, reassessing, hard work, dedication, and a belief in the potential of each child.

English Language Arts Results:

1998-1999- 13% of our children were on or above level 3
1999-2000- 92% of our children were on or above level 3
2000-2001- 80% of our children were on or above level 3
2001-2002- 93% of our children were on or above level 3

Math State Testing Results:

1998-1999-48% of our children were on or above level 3
1999-2000- 85% of our children were on or above level 3
2000-2001- 97% of our children were on or above level 3
2001-2002- 97% of our children were on or above level 3

The aforementioned data indicates evidence of an unusual effectiveness of our school over a three-year period. Not only are state tests used as an assessment but also our school has various other methods to measure growth on an on-going basis. Writing portfolios in each classroom, DRA Assessments in grades K-3, On-going teacher assessment, anecdotal logs, teacher made tests, authentic assessment, Reading Recovery Assessments, replica testing, and SAT 8 and SAT 9 are some of the ways we measure progress and use the results to drive instruction.

Private Schools

A private school may be recognized as a *No Child Left Behind - Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status that is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English

proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55th percentile on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
 - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Longfellow School’s administrators and teachers monitor and continually use assessment to understand and improve student and school performance. For example during the 1998-99 School year our scores on the New York State Assessments gave us a golden opportunity to reassess our curriculum. We analyzed the results of the ELA tests and the open-ended section of the SAT 9. Based on the information, we redesigned our delivery of instruction. Parent workshops were held and continue to be held in the evenings to prepare parents for homework activities students would be assigned for

review. A writing formula was developed which students now use for all writing activities across the curriculum. The use of rubrics by teachers and students was initiated and is currently being used and is augmented based on need. Based on research and our assessments we determined that every class should have a word wall, samples of graphic organizers (Venn Diagrams, etc.) displayed prominently in the classroom for students to refer to during writing activities. Note taking skills, daily journal writing, use of highlighters, cut and paste and flip and find techniques are taught and utilized daily. In addition, we have a "Book In A Bag" program, which promotes reading for pleasure and parental involvement. Based on the results of our assessments we believe that the measures we have taken to continuously improve our delivery instruction are effective and note worthy. Many schools in our area, with similar demographics, have visited us and called on us for consultations. Our methodology has had a tremendous impact on academic growth in our school and other schools in the area.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Our school regularly communicates student performance, assessment data, to students, parents and the community. At Longfellow School, we work together as a family to provide an education that nurtures the whole child and this includes clear educational expectations as well as on-going, sincere, open minded communication in the form of letters and dialogue. Letters indicating the type of State Tests or District Assessment that will be given to the children are sent to the parents prior to any testing. Children and parents are apprised of the testing so that they are prepared the day of the test. We always ask that the students eat a healthy breakfast and get a good nights rest prior to any formal testing situation. When the results of the tests are sent to the school, parents are once again sent a letter explaining the testing data sheet, which is attached. The Journal, which is our local newspaper, publishes all state testing information for the community. At Longfellow School, we contact the local paper whenever we have information we would like to share with the community. In addition, teachers send home five-week reports and report cards to parents to apprise them of their child's performance in school. Parent/teacher conferences are another way that parents are kept abreast of their child's performance our ultimate goal is to have parents and the community intricately involved the education of the children at Longfellow. We feel that our on-going communication regarding the education of our student, and testing procedures, including results, are essential components of our success.

4. Describe in one-half page how the school will share its successes with other schools.

At Longfellow School we have become accustomed to sharing our success with other schools. Not only has our success been posted on Web sites it has been in the newspapers and on television. If we were selected for this award we would immediately contact our local newspaper as well as our local television station. Letters to parents and the surrounding communities would be readily sent. As we have previously stated, many

school districts have visited or called upon us for consultations regarding our success. We would enthusiastically contact this school and inform them of our award. We are always willing to share what we have learned along the way and what we now know. In addition, we are always open to the opportunity to learn more. In the event our school is recognized for this prestigious award, we would have a ceremony at our school, in which we would invite Mount Vernon teachers and administrators and teachers and administrators from other districts to help us celebrate and share our knowledge. Hopefully someone from your office would attend too! We look forward to this opportunity.

PART V - CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

At Longfellow School we follow the New York State Learning Standards and we strive for excellence with each standard. Our teachers are highly knowledgeable regarding the intricacies of the standards. They are well trained and the training is on going.

Our children and teachers at Longfellow School in grades K-6 follow the three standards for Health, Physical Education, and Home Economics. Standard 1: Personal Health and Fitness; Standard 2: A Safe and Healthy Environment; Standard 3: Resource Management. Not only is our physical education teacher apprised of these standards so that he may bring them to fruition, all of our staff understands, respects, and integrates these areas into daily routine. Students in all grade levels understand the importance of physical fitness and they participate in physical activity on a daily basis. In addition, students are taught from kindergarten the importance of creating and maintaining a healthy environment both in the classroom and at home. Finally, children are aware of their personal and community resources that are available to them.

Our Art Program at Longfellow School integrates the four New York State Learning Standards into our curriculum. Standard 1: Creating, Performing, and Participating in the Arts Standard; 2: Knowing and Using Arts Materials and Resources; Standard 3: Responding to and Analyzing Works of Art; Standard 4: Understanding the Cultural Contributions of the Arts. Student engagement in these areas is apparent in plays, works of art and writing in response to what has been seen, heard, or read. Our students understand the cultural diversity and forces, which shape a creation. The children are motivated by art and its ability to bring pictures, print, and song to life.

Social Studies is alive and well at Longfellow. The five essential New York State Learning Standards are adhered to and expanded upon: Standard 1: History of the United

States and New York; Standard 2: World History; Standard 3: Geography; Standard 4: Economics; Standard 5: Civics, Citizenship, and Government. Integration of subject area is paramount in the Social Studies arena. Trade books, newspapers, multi media, etc. are all employed so that the children use a variety of intellectual skills to demonstrate knowledge.

Career Development and Occupational Studies are integrated into every component of the curriculum. The three standards are fully understood by the professional staff at Longfellow: Standard 1: Career Development, Standard 2: Integrated Learning, Standard 3a. Universal Foundation Skills, Standard 3b. Career Majors. On an elementary level, children understand that the skills they are learning are essential for the real world. They understand the various careers available to them. Additionally, they understand the ever-changing areas available in the workplace. If you ask a child at Longfellow why he/she is learning a particular skill, they will tell you that it is for their future.

Our English Language Arts Curriculum and our Math Curriculum are innovative and effective. They too follow the New York State Standards and will be discussed in depth in questions two and three of Part V- Curriculum and Instruction.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The four Learning Standards for New York State are adhered to at Longfellow: Standard 1: Language for information and Understanding; Standard 2: Language for Literary Response and Expression; Standard 3: Language for Critical Analysis and Evaluation; Standard 4: Language for Social Interaction. In order to address these standards with advanced levels of performance an eclectic approach to teaching reading has been used. Each child is different; therefore the way a child learns how to read is dependent on the child's learning style. All of our children have the opportunity to meet proficient and advanced levels of performance. The following methodology has been used: Early Intervention In Reading (Reading Recovery) Remedial Reading Intervention (Push in-Pull out program for grades K-6), the use of ongoing DRA Assessment to determine which children are achieving advanced levels of reading performance and those that are in need of additional support. We also have literature rich environment with a highly organized method of instruction. We use the following research as a baseline: 1. Teachers should read from the same specific area in a room to avoid extraneous stimuli from affecting a child's active listening and note taking skills 2. Teachers should instruct students on their independent and instructional level (with guidance) to achieve success. Children should never be instructed on their frustration level. 3. According to research a teacher should repeat a concept many times before a child actually internalizes the idea. A hands-on approach increases understanding. Intrinsic motivation is more effective than extrinsic motivation. Integrating subject area is not only time effective but also increases interest, thus affecting motivation. On-going, staff development is an intricate component

to successful teaching. According to research, parent and community involvement foster academic and social growth. Cooperative groupings assist in learning. Knowledge of a child's learning style is an essential component in a child's academic success. Our highly organized method of teaching reading incorporates all of the above research in an atmosphere of creativity and growth.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge of the school's mission.

The other area we are most proud of at Longfellow School is Mathematics. We adhere to the seven New York State Learning Standards: Standard 1: Analysis, Inquiry, and Design; Standard 2: Information Systems; Standard 3: Mathematics; Standard 4: Science; Standard 5: Technology; Standard 6: Interconnectedness: Common Themes; Standard 7: Interdisciplinary Problem Solving.

In previous years we had Remedial Math Intervention (Push in- Pull out program was eliminated due to budget cuts in the 2002-2003 School year) we attribute much of our "Math" success, to hands on real life experiences. For many years we also had a fifth and sixth grade Algebra program. The remedial math specialist worked with the children in their classrooms, providing them with hands-on real life experiences. Unfortunately, due to budget cuts, this program was eliminated.

In addition, there is also an annual family math night where families come to school and work together to strengthen problem-solving skills. Throughout the school, students utilize math journals and solve a problem of the day to further strengthen math skills. Our success has been great in mathematics. Our mission is to have children become successful in the understanding of all components of mathematics, and apply it to real life situations.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

At Longfellow School we are innovative, resourceful, inquisitive, and hard working. We are ahead of the trends but keep what is successful. Research and investigation are part of our success story. Our instructional methods take into consideration the research of many highly proclaimed people in education. The research of Howard Gardner, Fontana and Panel, Marie Clay, Orson Dillingham, and Jim Treeless are but a few of the educators we base instruction upon.

Our teachers are constantly learning different ways to address the diversity in our student population. We use a hands on approach whenever possible. Learning styles and individual needs of the student are also part of the plan. Cooperative grouping, individualized attention, small group instruction, large group instruction, and on-going

assessment, modeled reading and writing, are but a few of the instructional methods used on a daily basis. These methods are not put forth haphazardly, but rather fine-tuned and focused. The key to success is having a highly organized plan in which one can be as creative and successful as possible.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Our school's professional development program is on going. Staff members are encouraged to take professional development courses offered by the district. Furthermore, staff members regularly attend out of district workshops, which give them another perspective about a particular subject or content area. On a regular basis, guests are invited to the school to speak to the staff about their area of expertise. Another component of our professional development program is that we have teachers instructing other teachers in their area of proficiency. Some examples of the aforementioned components of our staff development are Guided Reading Workshops given by Aussie Consultants, hired by the district. Also, teachers instruct parents on how to coach their children with the essential English Language Arts skills required for success. This type of professional development allows the impact to be far reaching. If the parents can build upon and reinforce that which has taken place in the classroom, then children have a greater chance of information retention and synthesis. Grants written by teachers which foster communication between teachers, parents, administrators, and children is another professional development program, at Longfellow School. The key to success for professional development is that teachers are exposed to many different methods of teaching on continuous basis. Our classrooms are alive with ideas and methods that assist teachers in guiding children to be the best that they can be both socially and academically.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): _____
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?

Yes _____

No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

2. What is the educational cost per student? \$ _____
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ _____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

New York State English Language Arts Grade 4

Data Display Table for Reading (language arts or English) and Mathematics

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	2001 - 2002	2000 - 2001	1999 - 2000
Testing month	Jan. Feb.	Jan. Feb.	Jan. Feb.	Jan. Feb.	Jan. Feb.	Jan. Feb.	Jan. Feb.
SCHOOL SCORES (Percentages)	93% at or above level 3	80% at or above level 3	92% at or above level 3	13% at or above level 3	93% Dis Advant aged Student at or above level 3	80% Dis advant aged student at or above level 3	67% Dis advant aged student at or above level 3
Below Basic- level 1	0	0	3		0	0	6
At or Above Basic- level 2	5	14	8		3	9	5
At or Above Proficient-level 3	43	33	33		24	26	19
At Advanced- level 4	27	22	17		14	11	6
Number of students tested	75	69	61		41	46	37
Percent of total students tested	100 %	100 %	100 %	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0	0	0	0
Percent of students excluded	0	0	0	0	0	0	0

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

New York State Math Test Grade 4

Data Display Table for Reading (language arts or English) and Mathematics

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998	2001 - 2002	2000 - 2001
Testing month	May	May	May	May	State Math test not given	May	May
SCHOOL SCORES (Percentages)	97% at or above level 3	97% at or above level 3	85% at or above level 3	48% at or above level 3		95% Dis- Advant aged student s	96% Dis- Advant aged student s
Below Basic-level 1 (# of students)	<u>0</u>	0	2			0	0
At or Above Basic – level 2(# of students)	3	2	7			2	2
At or Above Proficient –level 3(#of students)	25	23	33			16	18
At Advanced –level 4 (# of students)	45	48	18			22	27
Number of students tested	73	73	60			40	47
Percent of total students tested	100 %	100 %	100 %	100 %			
Number of students excluded	0	0	0	0			
Percent of students excluded	0	0	0	0			

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

