

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 7 Elementary schools
 2 Middle schools
 Junior high schools
 1 High schools
 Other

 10 TOTAL
2. District Per Pupil Expenditure: \$14,416

 Average State Per Pupil Expenditure: \$12,265

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. 19 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	40	30	70	8			
1	33	30	63	9			
2	39	36	75	10			
3	36	43	79	11			
4	31	37	68	12			
5	45	39	84	Other	12	1	13
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							452

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 78 | % White |
| 1 | % Black or African American |
| 2 | % Hispanic or Latino |
| 19 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	424
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4.0

8. Limited English Proficient students in the school: 2 %
7 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: Korean, Japanese, Urdu, Chinese

9. Students eligible for free/reduced-priced meals: .002 %

Total number students who qualify: 1

10. Students receiving special education services: $\frac{12}{54}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>22</u>	_____
Special resource teachers/specialists	<u>8</u>	<u>7</u>
Paraprofessionals	<u>17</u>	_____
Support staff	<u>4</u>	<u>6</u>
Total number	<u>52</u>	<u>12</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance*	91%	89%	90%	92%	92%
Teacher turnover rate	5%	7%	5%	8%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

*These figures reflect professional assignment responsibilities as well as illness and personal days.

PART III – SUMMARY STATEMENT

Walk through the halls of Village School and you will hear the sounds of children and teachers busily at work. Perhaps you will hear a teacher reading Polacco's *Baba Yaga* and notice the children leaning towards her, breathless in their eagerness to hear how the story ends. Peek into a classroom and you may see a teacher and children intently dissecting long-stemmed gladioli to study plant anatomy. Stop and rest in our "Living Room," set up some years ago to honor the memory of a much beloved lunchroom aide. Look beyond it to our child-created wall and gallery displays and enjoy this environment which so nurtures, loves and honors children. The atmosphere is rich with enthusiasm for learning, for growing, for sharing, for giving. In accordance with our school's mission, Village School is a family of school personnel, students, parents and the community at large in a grand celebration of children's right to a high quality education in an environment that respects the dignity and uniqueness of the individual child.

Village School, a one-story crescent-shaped center with extensions on both sides, sits proudly on eight acres, surrounded by grassy fields. It is on a residential street of small, neatly manicured homes, just about two blocks from the center of Syosset – the real Syosset with a railroad station and small delightful shops – from which many of our 452 students are drawn. Our students are a delightful mix of ethnic backgrounds and socioeconomic levels, woven into the fabric and culture of our school family. The school gathers its community to it throughout the day and across the weeks and months and years. Children play on its playgrounds after school and on weekends, while parents chat with friends and neighbors. PTA committees, Cub Scouts, Daisies and basketball teams fill its halls and fields.

Byrd Baylor, a children's author, writes in *I'm In Charge Of Celebrations*, that a celebration is something that takes your breath away and makes your heart pound. Our school has many celebrations, all tied into our curriculum, bringing alive what might otherwise be dull units of study. Our first celebration comes in November, when we celebrate *The Wonderful World of Children's Literature*, a world filled with the best work of children's authors and illustrators. Each year our menu varies but almost always includes a visit from a much loved name on the cover of our favorite books. Guest readers arrive to read to children in our Living Room. A parade of children goes by, exhibiting hats or ties or socks decorated with literary characters. The *Thanksgiving Feast*, complete with autumn-colored tablecloths and napkins and student entertainment, nourishes the concept of community. Students prepare for the Feast by studying the historical significance of Thanksgiving Day. Younger children make colonial hats and Native American headbands to wear. Parents assist, as staff, district administrators and students sit down together, as families do to share Thanksgiving Dinner. Imagine an annual dinner party for 550! Our *Invention Convention/Science Fair* is an exciting celebration that fosters inquiry and creativity using the scientific approach. Younger children are invited to create their own inventions while intermediate students display projects which combine research and experimentation. Our third grade *Grandparents' Day* encourages intergenerational communication as children interview their grandparents and make personal connections to their own lives. They study "Grandparent Literature" models and ultimately write their own Grandparent Books. On Grandparents' Day (or a special person substitute), it is not unusual to see a child sitting on a grandparent's lap, reading his/her book. Here, love and literacy flow together! Our *Young Author's Convention* encourages children to share personal experiences in written form with an adult audience. The 30 students whose work is selected read their entries at this special celebration with parents, teachers, and invited guests. For almost two decades, students have gone on to win acclaim in a county level writing contest. Our *Multicultural Celebration* fosters respect and awareness for diversity and an understanding of different cultures. First graders create timelines of family histories and bring in objects relating to their family culture. A mini-museum is displayed, followed by a musical performance, followed by a luncheon of ethnic foods. Thus, parents and children learn to appreciate each other's heritage.

Our celebrations do indeed take our breath away and make our collective hearts pound, for they are culminations of the best kind of learning - - the kind that fosters and enhances active participation of the learner. At Village School we feel that everyday is a celebration - - a celebration of good teachers doing their job in the best possible way, a celebration of the joy of students' learning. Those who visit

tend to want to stay. Children who attend do not want to leave. The school is indeed a family where every child is valued and respected as an integral member. It is a place where children come first!

PART IV - INDICATORS OF ASSESSMENT RESULTS

1. Assessment Results

Village School participates fully in the New York State assessment program. Until the current school year, only Grade 4 students received state assessments in the areas of language arts and mathematics. The assessments are based on core curricula designed to encompass Learning Standards which are descriptions of broad expectations of what students should know, understand and be able to do in these subject areas. The assessments are designed to measure student progress as well as the effectiveness of the instructional program. Each assessment categorizes students' results into one of four levels of performance: (4) Advanced (exceeding the standards), (3) Proficient (meeting the standards), (2) Basic (not fully meeting the standards), and (1) Below Basic (not meeting the standards). Students who score at Levels 1 or 2 are performing below state standards and are offered Academic Intervention Services (AIS). Each school's assessment results are compared with other schools in the district, similar schools and statewide. New York State issues a Report Card for each school in the state, based on each school's individual performance.

As may be seen in the chart titled *State Criterion-Referenced Tests, English Language Arts*, most students at Village School have received a performance level of 3 over the past five years, with approximately 50% of the students exceeding state standards. Village students consistently score at the upper levels and compare most favorably not only with New York State scores as a whole but with schools in districts similar in terms of grade levels served, numbers of limited English proficiency students and socio-economic factors. While 94-100% of our students have scored at the proficient level for the past five years, New York averages show a range of 60-64%. At the Advanced Level, 47-63% of our students exceed state standards, compared to 15-22% for New York State averages. As may be seen in the chart titled *State Criterion-Referenced Tests, Mathematics*, 100% of our students have met the state standards at the proficient level for the past five years and, in fact, 69-96% even exceeded state standards. Within the last three years, 85-96% of our students exceeded state standards. This is compared to 25-39% of the students in New York State who exceeded state standards when averaged as a whole.

Our special education students demonstrate admirable performance scores as well. On the English Language Arts assessment, 75-100% of the students with disabilities met or exceeded the state standards across the past five years. On the Mathematics assessment, 100% of the special education students met or exceeded the state standards.

Note: The following website may be accessed for further information regarding the New York State assessment program: www.nysed.gov

2. Using Assessment Results

Data derived from standardized assessments are first reviewed at the district level by elementary principals. At building and grade level meetings, item analysis data is analyzed to inform instruction.

Many other forms of assessment data are employed to assist teachers in delivering diagnostic/prescriptive instruction. Beginning in Kindergarten, the Kindergarten Diagnostic Instrument, 2ndEd. (published by Kindergarten Intervention and Diagnostic Services, Inc., 2000) is used to screen incoming students. This screening tool is composed of many different subtests and is administered by members of our support staff, each staff member administering those segments of the screening most related to his or her area of expertise. Informal screening is done as well, with the support staff observing students in their Kindergarten classrooms to verify more formal screening results. The support staff then meets with each Kindergarten teacher to review screening results and to mesh those results with input from the teacher. Results are then shared with parents, who are offered strategies and techniques to use with their child at home as needed, while at-risk students attend our Learning Center for a reading/writing readiness program targeted to their specific needs. Students who indicate serious developmental delays are

referred to our Early Intervention Resource Room program, where they receive intensive intervention strategies.

All new entrants to Village School are screened with both formal and informal measures; should results indicate a need for concern, they are immediately referred to our Child Study Team (CST). Any student thought to be in possible need of intervention is referred to the CST as well, which meets weekly to review individual student performance and standards-based expectations. If the CST determines intervention is warranted, it will also determine the nature of the intervention. Interventions range from classroom strategies, “push-in” and “pull-out models” involving Learning Center, to Committee on Special Education referrals resulting in “push-in,” “pull-out” or consultant teacher Resource Room models. English as a Second Language students are referred to a certified E.S.L. teacher for instruction, who also supports the student in his/her classroom activities. All students referred to the CST are monitored to insure progress as the student moves up in grade level until he or she graduates. Assessment results are also used to identify students requiring enrichment and/or curriculum compacting.

Prior to state assessments, students are given practice materials to familiarize them with the format of the assessments and to provide practice in test-taking. Teachers identify students who are in need of additional support and ad hoc skill development groups are formed, targeting specific areas requiring further development. In addition, one morning each week prior to the start of the official school day, teachers in all grades provide a forty minute extra help session for any student who wishes to attend.

3. Communicating Assessment Results

At Village School, we believe in the old adage that “it takes a village to raise a child.” We start early in our students’ school careers to develop strong communication with parents, beginning with *workshops for parents of Kindergartners* in several developmental areas: organization skills, speech/language, social/emotional issues, fine and gross motor skills and reading readiness skills. The workshops are offered by our support staff and are much appreciated by our parents. Parents continue to be informed of their child’s progress and/or school program through a variety of sources: *Open House* during the first month of school (teachers meet with parents and explain the grade level curriculum), *parent workshops* offered throughout the year on a variety of topics, *PTA meetings* at which the principal provides a monthly review of upcoming activities and answers any questions parents may have, *The Villager* (principal’s newsletter), a *Parent Book Club* which simulates our intermediate grade classroom book clubs, *parent/teacher/principal conferences* throughout the school year as needed, *parent copies of all standardized test results* for both local and state assessments (local standardized tests included the TerraNova for Grades 2,3, and 5, and the Cognitive Abilities Test for Grades 3 and 5). *Progress Reports* are distributed quarterly, with Fall and Spring reports personally explained in a scheduled parent/teacher conference. Progress reports were revised two years ago to provide congruence with instruction and assessment based on state standards. Thus, in grades 1-5, students are graded in categories of 4, 3, 2 and 1, with categories having the same meaning as on the state assessments. Finally, *teacher accessibility to parents* and the *principal’s open door policy* insures an informal, easy communication with parents on a daily basis. The community is formally informed of the school’s progress through the issuance of the *New York State Comprehensive School Report Card*, mailed to parents annually.

4. Sharing Success

The Syosset School District is always interested in implementing successful pilot programs that take place in one school within the other six elementary schools in the District. Thus, important components of Village School’s language arts program that were initially implemented in Village School have, over the years, become staples of District directives. For example, Village School substituted reading programs using high quality children’s literature across the grades for a basal program back in the late ‘80s. The principal and selected teachers began to attend Columbia University’s Reading and Writing Project Institutes in the early ‘90s, focusing on shared and guided reading, independent reading with conferring, classroom book clubs and reading/writing workshop. (All seven Syosset elementary schools are now participants in the Columbia University’s Reading and Writing Project directed by Lucy Calkins.) A

similar transition took place in spelling instruction when Village School's principal and teachers piloted Diane Snowball's approach to spelling and word study. A student invention program was initiated at Village School, culminating in an annual Invention Convention, now adopted by all Syosset elementary schools. At Village School, weekly study groups are held for all classroom teachers to share and review new methodologies, techniques and new materials that they have found successful. The principal and individual teachers have shared their successes with educators at local conferences as well as district teachers and administrators at annual Superintendent's Day Conferences in Syosset. Village School teachers, once reluctant to serve as conference presenters, have long since gained the confidence and assurance to share their work easily with other educators – at local conferences, at Superintendent's Day Conferences, at Board of Education presentations, at monthly district-wide grade level staff development sessions and Teacher Center courses.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum

Reading/Language Arts. Robert Kennedy once said, "There are those who look at things the way they are, and ask why...I dream of things that never were, and ask why not?" And so we created a model school for literacy. For almost two decades, Village School has become synonymous with literacy and lifelong learning. The staff sets high standards for its students as they seek to implement New York State Learning Standards through a rigorous and exciting curriculum. The threads of literacy are interwoven within the core curriculum of each subject area. Because our curriculum spirals, the teaching of skills has few boundaries. From Kindergarten up, phonics, spelling, grammar, comprehension and critical evaluative thinking are taught in an age-appropriate manner in our language arts program. Students are encouraged to become lifelong readers and writers as they participate in a variety of activities related to the reading of various genres and various forms of written expression.

Mathematics. The mathematics curriculum is written by district teachers to align with NYS standards. Instruction is differentiated by curriculum compacting and tiered assignments. Mathematics instruction stresses problem solving and the ability to verbally and in writing describe how answers to problems are obtained. At all levels, students move from concrete experiences with manipulatives to the symbolic representation of mathematical ideas and ultimately reach a level of abstract understanding. Mathematical problem-solving is integrated in the areas of social studies, science and the arts using such concepts as number facts, spatial relationships, and gathering and interpretation of data. As per National Council of Teachers of Mathematics standards, teachers encourage use of multiple strategies as students learn to visualize, conceptualize, and relate mathematics to real life situations. Activities ranging from calendar observations, number line strategies, Problem of the Day and calculator-assisted problems provide a wide range of experiences for our students. Many of our fourth and fifth grade students are challenged weekly through their participation in Math Olympiads.

Science. Our science program emphasizes the use of the scientific method with problem solving at the core of instruction. Students are encouraged to hypothesize, measure, compare, classify, infer, generalize and theorize as they work cooperatively in hands-on experiences, ranging from hatching chicks in Kindergarten to observing dwarf African frogs in third grade. Each grade from 1-5 has its own teacher-designed lab book that correlates with the grade level curriculum. Science is integrated with language arts, math and art. Non-fiction books in each classroom related to that grade level's science curriculum abound. Science journals permit our young scientists to write about their observations. Our environmental education program utilizes many outdoor community facilities as an extension of the classroom, including a three-day stay in an outdoor education facility. A district association with the Cold Spring Harbor DNA Lab enables our fifth graders to participate in a laboratory setting with the objective of DNA extraction. Village School holds an annual Science Fair/Invention Convention, where students demonstrate the ability to put scientific theory into practical application. They must also log their progress and write a description of their marketing strategy.

Social Studies. One aspect of Village School's mission statement is the belief that quality education produces students at maturity who will be wise and knowledgeable citizens. Understanding economics and

the concepts of supply and demand, understanding how geography shaped the lifestyles and economies of regions, understanding the anthropological bases for cultural diversity – these understandings lead children to become adults who are tolerant and compassionate members of society. Learning about the difficulties that faced early settlers of this country, studying the biographies of men and women who helped to shape the infrastructure of this country’s government, financial institutions and judicial system, students exploring their own ethnic and cultural heritage in connection with the study of immigration and each group’s contributions to this country – this knowledge helps to develop in young people a fierce pride in this nation of ours and a true understanding of what it means to be an American.

World Language Study. Students leave Village School at the end of fifth grade having been exposed to six languages. The program was initiated based on brain research indicating the value of foreign language study. We believe that our program also fosters an appreciation of cultural diversity, as well as the enhancement of vocabulary. Thus, Kindergarten students study Russian, first graders study Chinese, second, third and fourth graders study French, Italian and Spanish, and fifth graders study Latin.

The Arts. Art and music nurtures each of our students’ creative and imaginative capacities. A variety of media and techniques are examined through the work of famous artists and become the tools for personal experience. Our students learn about different schools of painting and try out techniques like pointillism or impressionism. They become familiar with the techniques of Seurat, Van Gogh, Renoir, Mondrian, Miro and others. The attitudes and skills acquired carry over into other areas of learning. In our music classes, students learn rhythmic patterns and musical notation as they learn to play the recorder. They learn a variety of songs, both folk and popular. Intermediate grade students have the opportunity to participate in chorus, band, orchestra, art enrichment and drama club. Almost 85% of our fourth and fifth graders participate in band or orchestra. Almost 100% of them participate in chorus. Third graders may opt to begin the study of a string instrument and many of them do so. Our students perform in the New York State School Music Association Solo Festival and in the All-County Orchestra. Our cultural arts program brings many high quality performers to Village School; our students often visit theatres and museums locally and in New York City for a broad range of cultural experiences. Our club program offers additional involvement in such areas as creative writing, poetry, journalism, scrapbooking, chess and drama.

Physical Education/Health. Our program significantly contributes to areas of psychomotor, affective and cognitive development. The program, which includes yoga and movement to music, provides opportunities for children to achieve skills, attitudes and knowledge in these areas, while emphasizing the development of positive feelings and self-worth. The focus is on the student rather than the activity, encouraging social, emotional, intellectual and physical growth. Our Health curriculum provides instruction in Family Life issues, Infectious Disease Prevention/AIDS education and personal safety.

2. Reading

Village School promotes an integrated approach to the teaching of language arts and believes reading and writing to be the cornerstones of an elementary program. Our basic philosophy is taken from research and readings by Goodman, Clay, Calkins, Harwayne and others. At the earliest levels, phonemic awareness is of course stressed, but always within the context of connected discourse as it is found in the best of children’s literature. Thus, early phonics instruction takes place through the vehicles of story, poetry and Mother Goose rhymes. Students are active participants in the selection and discussion of different genre of children’s literature, made easier through classroom leveled libraries. Author studies, read-alouds, guided reading, shared reading, interactive reading and independent reading all have important pieces of the instructional pie. Comprehension skills are taught through discussion of the best of children’s literature. Students are trained in meta-cognitive strategies, and teacher questioning techniques are designed to develop higher-level thinking skills. Assessment is continual through teacher observation and conferencing, with periodic assessment on a more formal basis. Running records are noted and each period of conferring leads to informed instruction for subsequent lessons. The teacher shares observations, always with the thought of developing reader’s lines of growth: sound/voice, prediction, knowledge, character, commonalities among texts, personal response and monitoring for sense and pleasure. Writing and reading are viewed as two sides of the same coin, with one process heavily integrated with the other.

Thus, students have reading logs, reading response journals, writer's notebooks, science logs, content area reading and writing materials, math journals – in short, the entire curriculum is permeated with reading and writing activities.

3. Social Studies

Concepts developed in our social studies curriculum enable our students to begin to understand the world around them. Our aim is to help our students develop the ability to make informed judgments and decisions in a culturally diverse atmosphere. The foundation of our program focuses on the home, school and neighborhood. The knowledge gained through discussions of these topics in the primary grades provides the framework for more in-depth study of other nations and cultures in the intermediate grades, as well as a more in-depth study of American history. A spiral curriculum in economics and government with seamless transitions help students begin to understand how decisions based on needs and wants affect economy, how the necessity for order in one's home and in school translates to the need for local, state and federal government. The reading and writing processes permeate social studies instruction at all grade levels. The development of expository writing first begins to take form here, even in the primary grades, in the category of research. Both in our Library Media Center and in their respective classrooms, students are taught how to use multiple sources, strategies for note-taking, outlining, the interpretation of charts and graphs, the use of graphic organizers, and how to respond to data-based questions. Our students participate in an annual Student Council election (simulating the national election process), International Night festivities, multicultural studies (including food, music and traditional dress), Native American pow-wows, and Chinese and Italian feasts. Field trips, including an overnight stay in Philadelphia, supplement and enhance this curriculum at every grade level.

4. Instructional Methods

Instructional methodology varies greatly depending upon the nature of the discipline and the specific format of the lesson. Reading and writing are usually taught through a workshop approach. A mini-lesson begins each session, with the teacher modeling the strategy or skill to be taught. Students then practice that strategy or skill within the context of meaningful text. The teacher observes, works with groups or individuals, and makes notes on reading or writing behaviors of individual children. A sharing period follows when both students and teacher comment on what was read or written and discuss ideas noted. Many lessons may make use of technology (each classroom is equipped with four computers and a printer, as well as access to a computer lab in the Library Media Center). Software encyclopedia programs are available in CD-ROM form and on line. Selected websites are available to assist students with specific kinds of research. Several beliefs guide all lessons: objectives of a lesson are provided to students so that students know what to expect and what expectations teachers have for them; differentiated instruction is provided to accommodate student differences; instruction is geared to active participation of the student and therefore is usually interactive or hands-on.

Students in need of intervention strategies in reading may receive instruction through a Modified Reading Recovery approach (first grade) or lessons using the Wilson Reading program (usually grades 3 and 4). Both of these programs are suitable for students who have not met with success using traditional decoding approaches. Lessons using the Wilson Program are offered in early morning sessions prior to the start of school. Additional support services are offered in the areas of speech/language, occupational and physical therapy, remedial math, reading and writing in both the Learning Center and the Resource Room, and counseling. There are also two self-contained Special Education classes in this school, one primary and one intermediate. Students in these classes often receive multiple services.

Village School has on its staff an enrichment teacher who meets with potentially gifted students in a pull-out program for three hours weekly. She also works with all classroom teachers, demonstrating enrichment techniques within each classroom. A program known as "Talents Unlimited" is taught to all teachers and students, leading to students' ability to use higher level thinking skills. Lunchtime "Brown Bag Seminars" and special interest cluster groups enhance instruction still further.

5. Professional Development Program

As required by New York State Commissioner's Regulations, the Syosset School District established a Professional Development Plan (PDP) which provides teachers with opportunities for professional growth. Through *My Learning Plan*, a web-based program, teachers can register for a wide variety of in-district or out-of-district conferences, workshops, courses, institutes and lectures, with administrative approval, that meet district and/or individual needs and career goals. Since Syosset is a participating district at Columbia University's Reading and Writing Project, teachers are encouraged to attend its workshops and, upon return to school, share with their colleagues what they have learned. Village School teachers are asked to attend a weekly study group session, Grade K-2 teachers on one morning and Grade 3-5 teachers on another. At these sessions, teachers share information and often replicate valuable workshops or conferences that they have attended, distributing information they have organized in written form. Thus, all teachers profit from one teacher's experience. Furthermore, a Columbia University literacy consultant spends 10 days with our staff each year. In addition, teachers are encouraged to request release time in order to observe in other classrooms for specific purposes. The Syosset School District also provides frequent staff development sessions, usually by grade level, in a variety of curriculum areas. Teacher mentors who work with staff full-time are available in the areas of technology and science. Nationally known experts such as Faye Bolton (spelling and word study) and Anita Friede (University of Kansas *Strategic Informational Model*) have each provided our teachers consultant time. Teachers have access to a district Teacher Center, as well as a mentor-intern program for beginning teachers. All grade levels meet monthly, district-wide, to discuss common interests, review new curricula or learn about new techniques or materials. Vertical team meetings at Village School enable teachers at different grade levels to discuss mutual problems and to articulate needs and solutions. The principal meets with building grade level teachers both formally and informally. Village School is a community of dedicated professionals who share an excitement for learning, a desire to excel, and set far-reaching goals for themselves and for their students. They share their expertise, are willing to learn and be taught by each other and delight in the knowledge that they are enabling their students to achieve to their maximum ability.

STATE CRITERION – REFERENCED TESTS

Subject English Language Arts Grade 4
 Test New York State English Language Arts Assessment

Edition/Publication Years: 2000-2005 Publisher: CTB/McGraw – Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Feb.	Feb.	Feb.	Jan.-Feb	Jan.-Feb
SCHOOL SCORES – Total Population					
% At or Above Level 1 (<i>Below Basic</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	100	100	99	94	100
% At or Above Level 3 (<i>Proficient</i>)	100	100	98	93	94
% At or Above Level 4 (<i>Advanced</i>)	51	54	47	63	55
Number of students tested	84	54	74	63	62
SUBGROUP SCORES					
1. Students with Disabilities					
% At or Above Level 1 (<i>Below Basic</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	100	100	100	100	100
% At or Above Level 3 (<i>Proficient</i>)	100	100	83	75	75
% At or Above Level 4 (<i>Advanced</i>)	*	17	*	13	13
Number of students tested	11	*	*	*	*
Number of students alternatively assessed	*	*	*	*	N/A
2. Race/Ethnicity – Asian or Pacific Islander					
% At or Above Level 1 (<i>Below Basic</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	100	100	100	100	100
% At or Above Level 3 (<i>Proficient</i>)	100	100	100	92	91
% At or Above Level 4 (<i>Advanced</i>)	75	57	67	62	45
Number of students tested	12	14	*	13	11
NEW YORK STATE PUBLIC SCHOOL SCORES					
% At or Above Level 1 (<i>Below Basic</i>)	N/A	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	N/A	95	94	92	90
% At or Above Level 3 (<i>Proficient</i>)	N/A	63	64	62	60
% At or Above Level 4 (<i>Advanced</i>)	N/A	15	22	21	17

Note: New York State scores for the 2004-2005 school year were not available at the time this report was prepared.

*Number of students tested was under 10.

STATE CRITERION – REFERENCED TESTS

Subject Mathematics Grade 4
 Test New York State Mathematics Assessment

Edition/Publication Years: 2000-2005 Publisher: CTB/McGraw – Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month <u>May</u>					
SCHOOL SCORES – Total Population					
% At or Above Level 1 (<i>Below Basic</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	100	100	100	100	100
% At or Above Level 3 (<i>Proficient</i>)	100	100	100	100	98
% At or Above Level 4 (<i>Advanced</i>)	86	85	96	69	85
Number of students tested	84	54	75	62	62
SUBGROUP SCORES					
<u>1. Students with Disabilities</u>					
% At or Above Level 1 (<i>Below Basic</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	100	100	100	100	100
% At or Above Level 3 (<i>Proficient</i>)	100	100	100	100	88
% At or Above Level 4 (<i>Advanced</i>)	36	33	67	14	50
Number of students tested	11	*	*	*	*
Number of students alternatively assessed	*	*	*	*	N/A
<u>2. Race/Ethnicity – Asian or Pacific Islander</u>					
% At or Above Level 1 (<i>Below Basic</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	100	100	100	100	100
% At or Above Level 3 (<i>Proficient</i>)	100	100	100	100	100
% At or Above Level 4 (<i>Advanced</i>)	100	57	100	85	91
Number of students tested	13	14	*	13	11
NEW YORK STATE PUBLIC SCHOOL SCORES					
% At or Above Level 1 (<i>Below Basic</i>)	100	100	100	100	100
% At or Above Level 2 (<i>Basic</i>)	97	96	95	95	91
% At or Above Level 3 (<i>Proficient</i>)	85	79	48	70	69
% At or Above Level 4 (<i>Advanced</i>)	39	29	31	25	27

* Number of students tested was under 10.